



Above is a reproduction of the poster issued by the National Education Association in 1952 as the feature of American Education Week. The poster was printed in four colors, 16 by 21 inches in size. One hundred thousand copies were distributed thru the NEA, state and local associations, and other channels. This poster was used for the October 1952 cover of the NEA Journal.

National Education Association

OF THE UNITED STATES

PROCEEDINGS

OF THE NINETIETH

ANNUAL MEETING *HELD*

AT DETROIT, MICHIGAN

JUNE 29 - JULY 4

1952

Volume

90

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES

WASHINGTON, D. C.

*Contents of previous volumes of Proceedings
of the National Education Association may
be found by consulting the Education Index.*

FOREWORD

AT THE ninetieth annual meeting and the thirty-first Representative Assembly of the National Education Association, June 29-July 4, 1952, Detroit, Michigan, 3520 delegates from local and state associations conducted the Association's business.

The theme of the Detroit program was "Education for Today's Fundamentals." In addition to the meetings of the Representative Assembly, a variety of discussion groups and information sessions provided opportunity for wide membership participation. Twenty-three NEA departments also met.

Since this meeting would be the last under the executive secretaryship of Willard E. Givens, who began service on January 1, 1935 and ended on August 1, 1952, many tributes and expressions of appreciation to Dr. and Mrs. Givens were important features of the week. Dr. A. C. Flora, chairman of the NEA Board of Trustees, presented Executive Secretary-Elect William G. Carr, who was to take office on August 1, 1952.

An important feature of the Convention was the report of The First Annual Conference on the Centennial Action Program which had been held the preceding week at St. Mary's Lake Camp near Battle Creek.

NEA membership during the year reached a new all-time high of 490,968 on May 31, 1952.

As background material for the Centennial Action Program, the keynote address of William Russell, father of teacher organization in the United States, delivered at the first meeting of the Association in 1857, has been reproduced in this volume. (See page 435.)

November 25, 1952

NEA MEMBERSHIP, 1943-1952

States and Other Areas	May 31, 1943	May 31, 1944	May 31, 1945	May 31, 1946	May 31, 1947	May 31, 1948	May 31, 1949	May 31, 1950	May 31, 1951	May 31, 1952
1	2	3	4	5	6	7	8	9	10	11
Total.....	219,334	271,847	331,605	340,973	386,643	441,127	427,527	453,797	465,266	490,968
Alabama.....	5,785	10,017	11,780	11,571	12,351	13,991	14,291	14,863	15,701	15,996
Arizona.....	1,946	2,374	2,679	2,650	3,178	3,769	4,034	4,365	4,278	4,404
Arkansas.....	786	2,178	4,728	6,095	7,325	9,227	8,899	10,413	10,666	7,194
California.....	18,045	20,084	22,924	23,524	24,862	29,949	32,245	34,588	33,564	34,311
Colorado.....	4,311	4,156	4,350	4,352	4,298	4,647	4,517	4,667	4,382	4,440
Connecticut.....	1,943	2,430	2,872	2,878	4,198	4,459	3,792	3,252	3,537	3,761
Delaware.....	709	944	929	925	969	981	903	1,140	1,319	1,390
Florida.....	1,978	2,366	3,271	3,553	4,098	5,050	4,654	4,980	4,822	5,455
Georgia.....	4,846	6,735	7,838	9,558	11,154	11,894	11,186	10,933	11,371	13,658
Idaho.....	867	1,260	1,716	1,680	1,614	4,228	4,370	4,571	4,582	4,099
Illinois.....	13,812	13,542	17,259	18,478	22,755	23,879	22,913	24,676	25,911	27,135
Indiana.....	10,359	12,295	13,402	12,911	14,457	17,304	15,727	15,931	16,344	16,826
Iowa.....	4,003	5,110	7,351	6,404	6,921	8,291	7,913	8,340	8,657	9,605
Kansas.....	4,552	5,935	8,832	9,574	10,342	11,424	11,104	12,028	12,637	13,922
Kentucky.....	4,955	5,689	7,195	9,018	10,970	10,545	9,756	9,636	8,524	9,015
Louisiana.....	2,274	2,080	4,138	3,981	4,998	5,354	4,773	4,475	4,618	4,790
Maine.....	1,620	2,042	2,358	2,077	2,636	3,085	2,558	2,454	2,476	2,548
Maryland.....	1,529	3,148	3,603	3,624	4,456	6,221	6,039	6,569	6,846	7,272
Massachusetts.....	4,523	4,391	5,001	4,497	5,428	6,454	5,922	5,739	5,046	4,975
Michigan.....	6,944	6,595	8,092	7,230	7,726	10,599	10,275	11,700	12,302	13,046
Minnesota.....	2,806	3,485	4,893	5,005	4,856	5,501	5,495	5,697	5,586	6,318
Mississippi.....	1,469	1,871	3,124	3,938	3,916	3,978	3,815	3,841	3,654	3,794
Missouri.....	5,855	6,405	7,070	6,787	8,190	10,851	11,113	11,296	11,623	12,437
Montana.....	630	882	1,136	3,190	3,287	3,630	3,708	3,872	4,201	4,318
Nebraska.....	1,727	2,573	2,808	3,471	3,726	3,863	3,461	3,629	3,861	4,118
Nevada.....	746	759	725	658	758	1,029	915	1,103	1,035	1,156
New Hampshire.....	455	617	953	907	1,145	1,228	1,189	1,537	1,416	1,530
New Jersey.....	7,213	8,023	8,555	8,771	10,641	12,273	11,349	11,872	11,462	12,019
New Mexico.....	692	1,217	1,440	1,721	2,265	2,953	3,468	3,850	4,183	4,657
N.Y. except N.Y.C....	11,405	12,462	13,961	13,410	14,552	15,744	13,194	12,894	12,234	12,501
North Carolina.....	3,098	6,241	8,992	10,511	10,970	10,234	9,729	11,928	13,550	15,397
North Dakota.....	1,036	1,375	2,729	2,711	2,772	2,781	2,706	2,723	2,479	2,522
Ohio.....	18,165	21,602	24,578	23,835	24,474	27,289	24,665	25,921	27,070	27,451
Oklahoma.....	2,262	3,554	4,151	3,423	4,581	5,799	5,846	6,767	7,052	7,956
Oregon.....	2,589	4,383	6,671	6,715	6,735	7,341	7,816	8,812	9,261	10,142
Pennsylvania.....	22,426	26,285	31,571	32,787	36,677	38,031	35,748	37,702	38,824	39,495
Rhode Island.....	276	623	385	320	274	283	288	301	264	230
South Carolina.....	2,922	3,549	4,164	3,303	4,149	5,451	5,000	5,348	5,357	6,315
South Dakota.....	690	1,038	1,199	1,013	1,279	1,451	1,415	1,539	1,873	2,006
Tennessee.....	2,199	6,319	8,253	8,212	12,343	16,227	17,852	19,810	20,314	20,615
Texas.....	4,330	6,214	8,516	9,087	10,898	13,697	14,165	15,995	18,573	20,676
Utah.....	3,563	4,112	4,411	4,616	4,757	5,035	5,142	5,415	5,729	5,788
Vermont.....	535	624	1,041	907	911	1,178	850	724	686	608
Virginia.....	5,229	7,345	8,802	9,266	10,584	12,137	11,828	13,156	13,573	14,503
Washington.....	4,345	6,532	8,775	11,010	11,624	12,405	12,257	12,950	13,559	13,988
West Virginia.....	3,075	6,229	7,253	7,145	10,620	13,536	13,814	14,285	14,439	14,940
Wisconsin.....	5,897	6,038	6,756	6,213	6,770	7,420	6,991	6,869	6,341	6,610
Wyoming.....	622	906	974	1,045	1,057	1,293	1,373	1,526	1,645	1,714
Alaska.....	265	251	295	249	321	397	388	393	472	447
Dist. of Col.....	1,754	2,050	1,960	1,812	1,887	1,860	1,426	1,573	1,217	1,436
Hawaii.....	2,395	2,571	2,916	2,923	3,127	3,217	3,210	3,234	3,398	3,568
N.Y.C. 5 boroughs...	2,655	2,104	1,868	1,023	1,133	921	720	664	570	660
Puerto Rico.....	107	111	186	218	138	415	176	144	1,650	7,007
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The work on this volume, including the gathering of materials, editing, abstracting, proofreading, and makeup, has been done in the Editorial Service Unit of the Division of Publications under the general direction of Jesse S. Cowdrick and in the immediate charge of Gertrude L. Warner, with the assistance of Russell Argent and Diana Stein.

—JOY ELMER MORGAN, *Director, Division of Publications*

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ADDRESSES BEFORE THE REPRESENTATIVE ASSEMBLY

The addresses in this section were delivered before sessions of the thirty-first annual meeting of the Representative Assembly of the National Education Association of the United States. They have been taken out of the Assembly minutes (published in full, beginning on page 86) for inclusion here because of their general interest and value and because they do not require the special background of the Assembly minutes in order to be understood by the reader.

FUNDAMENTALS FOR TODAY'S EDUCATION

J. CLOYD MILLER, PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION
Presented at the First General Assembly of the Representative Assembly. See p. 95.

MRS. CALDWELL, and friends of the greatest education organization in the world, including the association in Puerto Rico and these wonderful people from New Mexico, I want to thank all of you for the most enjoyable year of my life. I shall always look back on the experiences of the past year as the happiest of my life.

This office, as you know, came to me rather unexpectedly; and for those critics of the public schools, I think there is no better evidence that the NEA is not controlled by a small minority group, or by some kind of hierarchy than the fact that they would select as their President during this critical year a person who had never held an important office in the organization, a person from one of the smallest states in the Union in point of population, and from one of the remotest areas from the city of Washington.

This was certainly the busiest year I have spent. I flew 494 hours and 35 minutes, covered 137,940 miles, and devoted 216½ days to NEA travel during the year. I ate from one to six meals each day, and figure I consumed enough chicken that if all the wings were one big wing, I could fly home from Detroit unassisted. I must admit I ate very, very well. Some meals were postponed many hours, but in the long run, I ate like a president.

Some nights I didn't sleep much, spending many of them on airplanes, or sitting in airports waiting for the weather to clear up, or for a delayed flight to arrive. I talked my throat sore several times, and was treated by doctors for an infected throat on four different occasions.

Someone asked me recently how many speeches I delivered during the year, and that one was easy—I delivered one. I am sorry that I did not keep track of how many times I delivered that speech. I gave it as many as six times per day. And I want you to know that I wrote that speech myself. You know, we have on our NEA staff some of the best ghost writers in the business. One of them wrote a speech for me earlier in the year and I started to read that speech before a group. He had put a joke into it;

and when I came to that joke and started reading, I got the point before I had time to read it and I laughed so that I ruined the story. You know, we have ghost writers that in one page can make the simplest idea thoroly incomprehensible, so I have not used those ghost writers. (Laughter.)

I want to tell you that one of the greatest experiences I had was flying to Malta for that meeting of the World Organization of the Teaching Profession last year. I had never flown—I had never been in the air any more than a school superintendent is usually in the air—until we took off for Malta last summer. I had always said that if ever I was in a hurry I would fly, but I had never been in a hurry before. This year I would have been the reincarnation of the picture, "Man in a Hurry." That first trip across the Atlantic Ocean was a memorable one. When we found it would be necessary to fly to Europe, Dr. Carr advised me that if I was going to fly, to be sure and take an airplane. After I got on the plane and fastened my safety belt, the motors roared, and the plane shook, and I closed my eyes. After the roar of the motors lowered to a steady hum and the vibration quit, I thought we had reached cruising altitude so I opened my eyes and looked out the window. I remarked to my wife, "My, the people look like ants down there." My wife said, "They are ants, silly, we are still on the ground."

We taxied to the end of the runway, and the steward got up in front of the plane and put on a life vest, demonstrating how we would put ours on in case the ship was forced down on the ocean. By the time he got thru nervously explaining the procedure, I was so hopelessly confused that I knew I could never get the vest on, and yet I knew I would have to put it on. Fortunately, we flew back by TWA, an American airline, where a voice comes over the loudspeaker telling us that ships crossing the ocean are required to hold lifeboat drill, and that airlines flying the ocean are required to give instruction in how to "ditch the ship" in case of an emergency. The voice states that if you will read the little book in the pocket of the seat in front of you entitled *How to Ditch Without a Hitch*, you will know what to do. I immediately reached for the booklet. I found it so interesting, and it had such clever cartoons, that by the time I had finished it, I thought I would miss something if I didn't get to ditch the ship.

Unfortunately, we were in a storm for five hours over the ocean, and when you are 21,000 feet in the air, with rain pelting on the windows, the thunder roaring, and the airplane pitching like a bucking bronco, you begin to ask yourself, "Is this trip necessary?" After spending a week on the exotic island of Malta, mingling with representatives of some 40 nations of the world at the meeting of the World Organization of the Teaching Profession, we were sure that the trip had been worthwhile.

I have a telegram here that I want to read and I think this will be a good place. It comes from Mr. Buhagiar, who is president of the Malta Union of Teachers. Mr. Buhagiar spent several months in our country under our NEA Overseas Teachers Relief Program two or three years ago, became a great friend of many of you and he has sent this telegram to us to be read this evening:

“Malta Teachers wishing NEA huge success Ninetieth Convention.”

I knew you would want to have that message from Mr. Buhagiar.

The year was one succession of enjoyable and memorable experiences, the most unusual of which was probably our visit to the beautiful island of Puerto Rico, where I had the privilege of addressing the Puerto Rico Teachers Association in Spanish. I wanted to be sure that my Spanish grammar was good, so Miss Pauline Baker, my highschool Spanish teacher, translated my speech for me, and helped me with my pronunciation. Then I delivered the speech from manuscript. I will never make that mistake again, because I had just gotten started when someone took a flashlight picture just as I looked up, and when I looked back at my paper, I could see nothing but the flash bulb. I found it difficult to ad lib in Spanish.

The teachers of Puerto Rico did everything possible for us while we were on their delightful island. They even introduced us to the coconut cocktail. I lost my sense of taste two years ago when I developed hay fever, so I didn't know what was in the coconut cocktail, but they tell me this cocktail consists of coconut milk, sugar, and rum. The milk gives you strength, the sugar gives you energy, and the rum gives you ideas of how to use your strength and energy.

Some of you will remember hearing me say during the year that at the end of my year in office I was going to write a book called, *Introductions I Have Had*. I have changed my mind and instead of that book I shall write another. In view of the great popularity of another recently published book, I shall call mine, *She Missed Her President*. It will be dedicated to my wife, who was both mother and father to our two fatherless children this year. There will be a chapter devoted to introductions. In it I shall recall that my introductions this year ranged in length from one in which a man took 32 minutes to introduce me, leaving 13 minutes for me to speak, to the one in which the man announced, “Our speaker today is Mr. Miller. I don't know much about him, but if he is good, let's let him get started. If he isn't good, let's get it over with.”

I shall record the story Mabel McKelvey told in introducing me at Berlin, New Hampshire. Mabel is president of the New Hampshire Education Association, and is a classroom teacher. She was quite concerned as to whether she could introduce the President of the NEA. It was the first time an NEA president had visited New Hampshire. The night before I arrived, she had a dream. She dreamed she was in heaven and all the classroom teacher angels were sweeping the clouds and re-arranging things. She asked why they were going to all that trouble and a CTA (that means Classroom Teacher Angel) said, “Haven't you heard? Mr. Miller is coming tomorrow.” And they went right on sweeping the clouds and re-arranging things.

Mabel asked what was so important about that, and the classroom teacher angel said, “Well, after all, he's the first superintendent we've ever had up here.”

Mrs. Caldwell, I certainly appreciated the very fine manner in which

you have presided tonight. You have set a standard that I cannot come up to and I may just call on you to preside every night in the week.

The hour is getting a little late, but I want to say a few things a little more serious to you this evening. Mrs. Caldwell, you spoke about something being divided, like Gaul, into three parts. I am going to divide my remarks, briefly, into three parts. First, I want to review briefly the accomplishments of this year; secondly, I want to make a statement concerning the task ahead of us, and thirdly, give you a brief look at the program of this week.

This year has seen the National Education Association membership grow to 490,968, an all-time high for our association.

During the year we have tried to emphasize the importance we attach to the teaching of the fundamentals. As evidence of the interest of teachers in doing a better job of the teaching of fundamentals, we could always point to the fact that at our meeting in San Francisco last summer, we had 20 different discussion groups, but over half of the teachers in attendance tried to crowd into one of these groups. It was the one on "How to Teach the Fundamentals."

We have tried to point out that we are spending more time on teaching the fundamentals now than ever before. We have pointed out that we do not always agree on what the fundamentals are. For instance, in my community, the people consider that Spanish is a fundamental, so we teach Spanish from the first grade through the eighth grade, and have a four-year program in our highschool. We are located 30 miles from the Mexican border and want these people to trade with us. We know that if we can speak their language, they will be happy about it and return.

If I had not already known how important it was to speak another person's language, I would have found it out in Puerto Rico. I have had a few occasions to use it, such as in Rome when my wife became ill.

Mrs. William G. Carr prescribed paregoric, so I set out to get the prescription filled for her. The only drug store that was open was clear across the city. I took a cab, and when I finally got to the drug store and asked for paregoric, the druggist looked at me with a blank expression on his face. He asked me if I spoke Italian. I said, "No."

"French?"

"No."

"German?"

"No." He threw up his hands—it was a hopeless situation. There I had gone clear across town in the middle of the night, and my wife was sick in the hotel, so something had to be done.

Then I remembered my Spanish, and I said I wanted a bottle of—and just then it occurred to me that I didn't know the word for paregoric in Spanish. I remembered that Arthur Godfrey had said that if you don't know a word in Spanish, just put an "el" in front of the word and an "o" at the end. If you say "el beero," they bring you beer, if you say "el cigaro," they bring you a cigar, so I said "el paregorico." His face lighted up, and he disappeared into his little cubicle. In a few moments he returned

with a bottle labeled "paregorico." I took it back to my wife who opened it, and smelled it, and said that it smelled like paregoric. Then I made the mistake of telling her of my experience, and she refused to take it. I couldn't blame her.

During the year there has been a great emphasis on teaching of moral and spiritual values. The book published by the Educational Policies Commission, *Moral and Spiritual Values in the Public Schools*, became a "best seller" this year. A small leaflet for parents summarizing the book had an even wider distribution.

I believe that during the year, confidence of the citizens in their public schools has been improved. There has been an increase in recognition that educators really believe that schools belong to the people, and that educators and lay people must work together in the educating of our children.

Efforts of critics to destroy the public schools have failed, but we cannot let down on our defense against their attacks. We must recognize that some of these attacks are made by individuals who would undermine our American democracy. They recognize that the first step would be to undermine the public school system, which has been the foundation of our American democracy, the preserving force of our American way of life, and the greatest unifying force in our society. Other attacks are being made by persons and groups that look upon the public schools as being socialistic and that would like to build up a system of non-public schools.

Our Association during the year has provided international leadership. It has had a part in the great growth of the World Organization of the Teaching Profession. It has cooperated in plans for the formation of the World Confederation of Organizations of the Teaching Profession in Copenhagen, Denmark, next month. Our executive secretary-elect, Dr. William G. Carr, attended a Unesco Conference on teacher education and teacher exchange in Egypt this year. We have cooperated fully with Unesco.

There has been a continued emphasis on teacher education and professional standards. Last week's conference at Kalamazoo evaluated the progress and charted the future of teacher education.

Last week's Centennial Action Program Conference at St. Mary's Lake Camp appraised the first year of the centennial action program, and made plans for effective work toward meeting the goals of the program during the next five years, with an emphasis on development of membership.

We will have a report later during the convention on recommendations from that great conference.

My close association with the NEA staff this year has brought an increased realization that in our offices in Washington we have some 400 dedicated educators who comprise as fine a staff of educational leaders as could be assembled.

My one year of service on the Board of Trustees has brought deep respect for the sound business judgment and practices of the Board that controls the financial affairs of this Association.

I have found the Board of Directors and Executive Committee to be

composed of unselfish educators ready to give whatever time is required to the conduct of the affairs of the Association.

Time would not permit me to mention all of the things that we must continue to work for during the coming years, but I want to mention a few.

We must accept as a profession the challenge to help provide enough elementary teachers to staff our schools. The most recent study of our commission on teacher education and professional standards shows that we will need 160,000 elementary teachers in our schools this coming year. Yet, the colleges will graduate only 32,443 fully prepared elementary teachers.

We know now that more children were born in the United States in 1951 than in any previous year. We know that we have already begun to reap the huge crop of post World War II babies, and that for many years we will reap an increasing number. We know that buildings and teachers must be provided for these children.

I believe that we must do more with our Future Teachers of America chapters. We must help them to play their part in providing teachers.

We must continue to better interpret to the public the educational program of the schools. I have no doubt that when the people know our needs and know why different methods are used today, they will help us fulfill our needs and achieve our goals.

The National School Public Relations Association has been a leading force in the development of better public relations. It can help every local unit in its public relations program. Its book, *It Starts in the Classroom*, has helped teachers realize their importance in the public relations program of the school.

Every member of our Association must realize the necessity of his interpreting to the people the program of education in today's school.

We must begin plans now for providing a new NEA building to house our growing staff, and to provide a professional home of which we can be proud. Our staff has increased in order to serve the profession better until it is now as badly crowded in our buildings in Washington as our children are in classrooms of a booming community.

About two years ago our Association purchased the Martinique Hotel, expecting to use it for office space. We are using one floor for office space and have requested permission of the zoning authorities in Washington to use two additional floors for office space. This will give us only temporary relief. Since we have been in the hotel business, we have recognized some distinct advantages to our organization owning a hotel. No longer is it necessary for our staff to spend all day searching for a room for one visitor coming to town. Housing for our groups that meet in Washington is always available at the Martinique.

It is also most convenient to have the Martinique dining room facilities available for luncheons which must be held from time to time. Other less fortunate organizations in Washington find it almost impossible to arrange for luncheons, and when they do find facilities, the cost is often prohibitive.

The Martinique Hotel has been operated at a substantial profit for our organization. Altho at the beginning of this year I questioned whether

we should be in the hotel business, I am partially convinced now that we should not be out of the hotel business. I believe that the provision of funds for a new NEA building will not be too difficult. The present seven story building was constructed chiefly from the sale of life memberships. I believe that a life membership campaign will easily provide funds for a monumental NEA building of which we will be proud.

I would not want to overlook the advisability of increasing our dues in order to provide additional services. No other organization provides as much service to its members for a dues of only five dollars as does our organization. Teacher salaries over the nation have increased much faster than professional dues. All our costs of operation have risen sharply with inflation. If we are to continue to provide professional services of a high standard, it will be necessary to increase our dues to finance them. I know you will want us to increase the services of the NEA because progress is made only as we increase service. Someone has said that all progress is based upon a universal innate desire on the part of every organism to live beyond its means. Anyway, I think you want the NEA to continually expand its services.

I think that one of the most important tasks ahead for us is to determine how the NEA, the state, and the local association, can best serve the needs of the teacher in classroom No. 9, of X school, in Y town, of Z state, in the U. S.

We have tried to provide a program for the week that will be most profitable to the delegates. We are providing a series of discussion groups which I think will meet the interests of all. Your greatest problem will probably be that of deciding which of the many discussion groups you will attend, as many of them may seem to offer you just what you need most.

We have arranged for sightseeing tours each afternoon. These tours will take you to Greenfield Village, The Edison Institute, and thru an automobile assembly plant. We hope that each of you will take one afternoon for a sightseeing trip, even tho you must miss a discussion group you would like to attend.

We are offering you several most profitable night programs. Tomorrow night will be classroom teachers night when a delightful pageant will be presented. Wednesday night we will have an interesting address by Quincy Howe, news commentator. Thursday night will be friendship night when state headquarters will be open and when a reception will be held at which you can meet the candidates for office in your Association during the coming year.

The week will be climaxed by the program Friday night honoring Dr. Willard E. Givens who will retire after serving our Association as executive secretary for 18 years. Dr. Givens will speak that evening and those of us who have heard him speak know that he will thrill us with his report of the past 18 years and will challenge us with a statement of what we must do in the years ahead.

I hope this week will be a memorable one for all of you, and I thank you again for this most enjoyable year you have given us.

WELCOME TO MICHIGAN AND DETROIT

LEE M. THURSTON, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
LANSING, MICHIGAN

Presented at the First General Assembly of the Representative Assembly. See p. 87.

I AM recorded on the program as the person to extend a welcome for Detroit and Michigan to this Representative Assembly of the National Education Association and I do so most cordially.

The Mayor of Detroit is ill, the superintendent of schools of Detroit is convalescing, the Governor of Michigan is in Texas—but I survive. (Laughter.)

I extend to you a very cordial welcome on behalf of the city of Detroit and on behalf of the state of Michigan. I welcome you for Detroit, one of the world's youngest, most exciting, most productive and friendliest cities.

I welcome you for the state of Michigan, which is young, rising, has so boundless a future in prospect, and which long ago, thanks to the guidance of early pioneers and its constitutional fathers who had a forward looking habit of mind, resolved that schools and the means of education should forever be encouraged.

I salute you as Michigan's superintendent of Public Instruction and I speak for our 6,000,000 citizens and our 40,000 teachers. I salute you, my fellow teachers, as a member of the Michigan Department of the American Legion, a group of patriots who gratefully recognize the American teacher as the most ardent and effective champion we have of the American way of life (Applause)—and who know, too, that this great National Education Association is a responsible spokesman of our united education profession. (Applause.)

I welcome you, my fellow teachers, for a state and a city where all conceivable educational problems exist and which is in that sense a paradise for the educator.

I welcome you for the state of Michigan which has added great names to the luminous annals of our educational history, such names as John D. Pierce, Michigan's first superintendent of Public Instruction; James B. Angell, a long-time president of the University of Michigan; Woodbridge N. Ferris, who established an educational institution that still bears his name; Frank Cody, a person of resplendent talents, who presided over the educational affairs of this city; Arthur B. Moehlman, a great leader in education, recently passed away; and hundreds, nay, thousands now living.

I bid you welcome to a state that has the world's oldest coeducational state university, the University of Michigan; the nation's oldest land grant college, Michigan State College; and the first teacher training institution west of the maritime states at Ypsilanti.

I welcome the NEA to a state that has already on her own a well-developed self-consciousness towards education and whose Michigan Education Association is this year 100 years old.

I extend a particular welcome to President Miller, to Vicepresident Sarah Caldwell, and the other officers and directors of the NEA.

I extend a particular welcome to that great American, Dr. Willard E. Givens, who in a month will lay down the burden after having guided the destinies of the NEA with distinguished comprehension, character and courage. I extend a particular welcome to Dr. William G. Carr, who from the position of second in command has been called up to carry the supreme administrative safeguard of the NEA, and to all the members of this Delegate Assembly, the Michigan educational family gives a salute and bids you welcome!

OUR OPPORTUNITIES AND CHALLENGE

WILLARD E. GIVENS, EXECUTIVE SECRETARY,
NATIONAL EDUCATION ASSOCIATION

Presented at the First General Assembly and Sixth Business Session of the Representative Assembly. See p. 203.

IN 1927 the NEA established a retirement system for its headquarters staff members. It set the retirement age at 65 years. On August first I complete my official assignment as executive secretary of the Association. I have administered its retirement system for 18 years and am glad to live up to it personally.

I have been privileged to work with 20 devoted and outstanding Presidents of this Association.

My relationships with members of the Executive Committee and with the Board of Trustees and Directors have been pleasant and profitable.

The loyalty and goodwill of all state and local association officers have been deeply appreciated. I am especially indebted to all secretaries of state associations for their sympathetic understanding, their constant goodwill and their fine fellowship.

To chairmen and members of all committees, commissions and councils, I am deeply indebted for their fine work and constant cooperation.

To all presidents and secretaries of departments, I owe much for the important professional work they have constantly done for the NEA. I am especially grateful for the leadership and fellowship of the departmental secretaries who serve on the headquarters staff.

The hard work, able leadership and loyal cooperation of all headquarters staff members will have my everlasting praise and appreciation. There are no finer people anywhere.

Mrs. Givens and I are deeply indebted to all members of the NEA for your thoughtfulness, your courtesy, your generosity and your constant kindness and its expression in our opportunity to represent you in the Town Hall World Tour during the summer of 1949 is the outstanding experience of our lives.

I leave the Association enriched thru the opportunities it has given me and eternally grateful for the privilege and challenge of being associated with all of you during these years.

The Board of Trustees has selected as executive secretary a man who will give the Association great leadership. I know that all of you will give to my associate and worthy successor, Dr. William G. Carr, the same loyal support which you have always given to me.

Our National Association was organized in Philadelphia in 1857 by the officers of the 10 following state teachers associations: Illinois, Indiana, Iowa, Massachusetts, Missouri, New Hampshire, New York, Pennsylvania, Vermont, and Wisconsin. Its purpose was to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.

For nearly a century the National Education Association has been the heart and center of the professional movement among American educators, thousands of whom have given time, talent and money that our Association might grow and serve America better.

The growth and development of the National Education Association from 40 members in 1857 to half a million members in 1952 has been made possible thru the men and women who, from the earliest pioneer days, have labored and sacrificed to build the Association. Many of these people have worked thru state education associations which created the NEA and which thruout the years have been a great source of strength in its development.

Many have worked thru local associations whose delegates have helped to shape Association policy in the direction of greater democracy and effectiveness.

Another group which has borne heavy responsibilities thruout the years have been the presidents of this great Association, the members of the Executive Committee, Board of Trustees, Board of Directors, and the able, loyal and devoted members of the headquarters staff who have given sustained leadership during good times and bad.

Multiplied thousands of members have served effectively thru the Association's committees, commissions, councils, and departments to extend education and to improve its quality.

The great body of superintendents, college presidents, principals, supervisors, professors, and classroom teachers have helped constantly to build a greater Association.

All of us working together have developed, thru unity and goodwill, a great professional organization which is dedicated to the upbuilding of our democratic civilization and supported by the loyal cooperation of educators thruout the nation to advance the interests of the teaching profession, promote the welfare of children and foster the education of all the people.

I deeply appreciate the privilege and opportunity to have had a part personally in this professional advancement.

The first local teachers association was formed in New York City in 1794—158 years ago. The first state associations were founded in New York State and Rhode Island in 1845—107 years ago.

When the NEA was formed 95 years ago, 19 of the 31 states then in

existence, had state teachers associations. The main speech at the first NEA meeting was made by William Russell, father of the professional organization of teachers.

The second meeting of the Association was held in Cincinnati in 1858 with Horace Mann, father of public schools, then president of Antioch College in Ohio, as its main speaker.

The third meeting was held in Washington, D. C., in 1859. The Association paid its first tribute to a departed member when it passed a resolution honoring the late and great Horace Mann.

The first big convention was held in Madison, Wisconsin, in 1884 with more than 5000 present. This convention gave impetus to the education of the Indian and Negro. It was here that Booker T. Washington made his first national address. It was here that women in education received their first national attention with Frances E. Willard as the speaker. It was at this meeting in 1884 that the first money was put into our Permanent Fund—a total of \$3000. Having a Permanent Fund, the Association created a Board of Trustees in 1886 to care for the Permanent Fund and to select the executive secretaries of the Association.

However, it was 12 years later in 1898 when the first fulltime executive secretary, Irwin Shepard, was selected. He was serving as president of the State Normal School at Winona, Minnesota. He was educated at the State Normal School at Ypsilanti, Michigan.

The second executive secretary, Durand W. Springer, was educated at Albion College, Michigan, and was principal, at the time of his appointment, of the Ann Arbor High School.

It was in 1913 that the Department of Classroom Teachers was created, largely thru the leadership of Margaret Haley of Chicago.

In 1915 another important step was taken to democratize the National Education Association when the Committee on Organization was appointed by President David Starr Jordan with William B. Owen, principal of the Chicago Normal School, as chairman. From deliberations of this committee came the reorganization of the Association and the creation of the Representative Assembly in 1920 at the Salt Lake City meeting and the holding of the first Representative Assembly in Des Moines in 1921 where I had the honor to represent the teachers of Hawaii, "the loveliest fleet of islands anchored in any ocean."

In 1917, my worthy and beloved predecessor, James W. Crabtree, became the executive secretary of the Association. He was educated in Nebraska. He strove consistently toward the goal of "100 percent membership in local, state, and national associations, with every teacher at work on the problems of the profession."

He guided the building of the Association into a structure much larger and more influential than it had ever been.

Altho membership was small during the Association's first 60 years, it was a distinguished membership—a thinking and working membership. We find the Association, from the first, developing policies and establishing ideals. The Association had to lay its own foundations. Under the

inspiration and leadership of the NEA, the public school idea had its great development.

The reorganization of the Association put the conduct of Association affairs and the making of its policies into the hands of the Representative Assembly, composed of delegates from state and local associations.

Anxiety persisted as to whether the state and local associations would participate in the new arrangement, and success, of course, depended upon their cooperation. Before President Frederick M. Hunter raised his gavel at the first meeting of the first Representative Assembly in 1921 at Des Moines, 44 state associations and 463 local groups had affiliated. The NEA had become "in form and fact the instrument of the teachers of the nation."

During President Hunter's administration we had the beginning of the *NEA Journal*, the Research Division and American Education Week.

At the suggestion of Secretary Crabtree, the NEA made available a \$100 life membership. The income from the life memberships helped to erect our seven-story building in 1930.

The NEA made its radio debut in 1923 at the Oakland convention. In 1924 the Association began the nomination of its officers from the floor.

In 1927, at the Seattle meeting, Cornelia S. Adair of Virginia became the first classroom teacher president of the NEA. As superintendent of schools in San Diego, California at that time, I worked for her election.

My beloved and honored predecessor, J. W. Crabtree, retired at the end of 1934. He left an Association of 160,000 members including 5000 life members. Certificates testifying that their faculties had 100 percent membership in the NEA hung in more than 5000 schools. Tributes to this devoted friend of children and teachers and pioneer builder of democratic education associations, poured into the headquarters. All were richly deserved. Dr. Crabtree, on January 1, 1935, became secretary-emeritus of the NEA and remained such until his death in 1945. Dr. Crabtree had the gratitude of a profession which appreciated his splendid services and courageous leadership.

You will find information concerning the progress and program of the NEA since 1935 in the May, 1952, issue of the *NEA Journal*. Please remember that these *Journal* statements were written by enthusiastic friends. I shall not discuss the development of the NEA between January, 1935, and July, 1952, other than to state that the annual income has increased 5½ times from \$500,000 to \$2,750,000. The value of the Association's real property and permanent assets has increased 2½ times from \$780,000 to \$2,100,000. The membership has increased more than 3 times from 160,000 to 500,000. In 1952 the NEA has more members than it had income dollars in 1935.

The NEA has helped to develop the public school as a part of the structure of popular government. It is as essential to the preservation of selfrule as the organic documents in which the framework of the Republic is outlined and by which the freedoms of the people are guaranteed.

The vital importance of an enlightened citizenry to the success of our

American form of government was well recognized by its founders. Few problems gave them more concern than provisions for universal education.

This concern was expressed long before the Declaration of Independence and the adoption of a national Constitution. First action to provide public education in America was taken in colonial days. The Massachusetts Law of 1642 was the first example in history of a lawmaking body issuing a mandate that all children must be taught to read.

In his first message to Congress, General George Washington declared:

"There is nothing which can better deserve your patronage than the promotion of science and literature. Knowledge is in every country the surest basis of public happiness."

Thus, in his first formal pronouncement to citizens of the new nation, the father of his country reminded them that education was essential to the permanence of the government they had created. He, himself, built and paid for an elementary school which is still in use in Alexandria, Virginia. He presented as an endowment to what is now Washington and Lee University all the funds a grateful Congress had voted him for his service as leader of the army of the American Revolution.

Universal education never had a more ardent advocate than Thomas Jefferson, whose epitaph, written by himself, describes him as "The Author of the Declaration of Independence, of the Virginia Statute for Religious Freedom and Father of the University of Virginia."

Presidents, legislators, jurists, governors, clergymen, leaders of industry, commerce, labor, and agriculture have thru the three centuries in which a free people have resided on this continent recognized public education as a foundation stone of the democratic society they were building. One by one state constitutions have provided for public schools; state legislatures have created them and institutions to prepare teachers to staff them; citizens have voted public revenues for their support. The public school in America is a bulwark of the state.

Public schools are what the people make them. To be effective, they must have adequate financial support and intelligent lay cooperation no less surely than they must have suitable teaching materials and capable professional leadership. No public school program operates very long on a plane of efficiency that is much higher than the level of community understanding and participation which supports it.

The general welfare of people all over the world depends on universal education. Where the people are educated, they live well, even in countries where natural resources are meager. In some countries people have lived for centuries in poverty, disease and misery because they have not developed their vast human resources. Sound universal education makes effective self-government possible altho it may also be used as a tool by dictators unless it is kept free.

In our country the public schools are conquering the last frontiers of illiteracy. We are firmly committed to the ideal of at least a highschool education for all who can benefit from it, and we are moving ever closer in practice to that ideal.

The free public schools have prepared our diversified population for self-government, creating national unity and at the same time tolerance and respect for the different opinions of individuals. Their task has become more difficult as American society has become more complex. They continue to meet the needs of individuals, communities and the nation, developing the freedoms upon which our society rests.

Public schools are "free" schools because they are open to all the children of all the people and are supported by revenues obtained from taxation. Making the public schools "free" was a victory second in importance only to the establishment of the public school idea.

I am deeply indebted personally to the free public schools and State University of Indiana, without which, I would have been denied an education.

The predominant theme in the history of America has been the development of a people intelligent enough to want freedom and willing to work and to fight for it. Since the founding of the nation, the American people have turned to their public schools as one of the great agencies for sustaining this spirit.

American ingenuity and enterprise are known around the world. They are envied by some, hated by others, respected by all. At work in a free nation they have produced the wealthiest and most powerful civilization in the history of mankind.

The most marked characteristic of the modern public school is the emphasis upon initiative, selfdirection, ingenuity—which has meant so much to the progress of this nation.

In meeting future challenges, our free public schools will extend and strengthen a program of education which furthers many fundamental American concepts. Stemming from the whole of western thought and culture as it has evolved into our American form of government, our system of public education seeks these objectives: the personal development, growth, and learning of the individual; the improvement of human relations; the development of economic efficiency; the preservation and extension of democratic values; the encouragement of responsible citizenship.

In an extended period of international tensions, our national security must be based upon intellectual and moral stamina as much as upon technical and industrial skills. The free public schools will serve most successfully in these times by continuing and enlarging their free and sound instruction in all fields of knowledge.

In peace or war, or in the twilight zone between the two, the American free public schools have never forgotten the importance of the individual. As the nation's strength increases, we will continue to build upon the principle of the individual's rights, for we know that upon these rights rests the main strength of the United States.

The development of character is essential in our free public schools. Thruout the curriculum—touching every group activity in and out of the classroom, coloring every personal contact between teacher and pupil—is

the pervasive devotion of teachers, counselors and administrators to the goal of making school experience count for something worthwhile in the moral and spiritual growth of each pupil.

The young person in a typical American free public school is encouraged to formulate his own philosophy of life, to seek moral values to guide his conduct and spiritual values to enrich his life and give it meaning.

Loyal, effective citizenship has always been an objective of our public schools. World conditions today make staunch citizenship even more important than it has ever been.

The defense of the United States of America against the encroachments of totalitarianism in any form is a solemn obligation upon every citizen. If communism comes to this country, it will not come thru the educational institutions; it will arise in the frustration and discrimination, the corruption and defiance of law and disdain for the freedoms and in the bigotry that may still be found in some of the darker corners of American life.

This generation is making a supreme effort to create a lasting peace. The elaborate machinery of the United Nations must be understood by every youth, its every success and failure known and appraised. The whole field of international relations must be explored as it never was in the days when the peoples of the globe had not been brought together by fast transportation and faster communications.

In the field of education for loyal citizenship, the profession especially calls for the understanding and cooperation of the public. Public education in the 48 states of our great country has regularly and effectively developed citizens imbued with national loyalty. Since 1945, our great nation has been cooperating in the United Nations and its responsibilities have widened, for our country has now officially accepted the obligation of sharing in the planning common to international programs. The demands, therefore, on our public schools are greater. The wider cooperation required of our citizens in no way reduces the importance of national loyalty. It broadens and deepens its importance. It requires a broader and richer loyalty for it adds to normal national loyalty a new and vital element—loyalty to our nation as it officially assumes its wider responsibilities in the whole co-operating family of nations. Membership of our nation in the United Nations implies an adjustment in respect to public education for national citizenship. Our country's concepts of good loyal citizenship have been enlarged and the goals of our public schools will need to be correspondingly widened.

The Great Teacher who said "Man shall not live by bread alone . . ." paid tribute to the intangible achievements and possessions of man that are closely related to feelings and emotions as well as to intellect, and which for want of a better name have been referred to as cultural values.

No aspirations and satisfactions of man are more firmly fixed or more deeply ingrained in the human being than those which give him the impulse to create and the power to enjoy music, sculpture, paintings, architecture, drama, and literature.

The cultural heritage of peoples long outlives any other of their bequests to the future. These cultural values are the birthright of all of our children. Creativeness and appreciation of cultural values must not be isolated and offered only to a talented few. The public schools must make them available to all the children of all the people.

Sound health, ethical character, ability to earn a living, loyal citizenship, cultural skills and appreciation, are basic to the welfare of individual citizens, and of vital importance to the national life. The expansion and enrichment of public school studies and public school activities that lead to the achievement of these objectives are among the first consideration of all of us who are sincerely interested in improving educational opportunity for all of our children and youth.

The United States of America is strong and great because many people of diverse nationality and racial backgrounds have come to our shores to establish homes. The ideals of our American society support the view that both individual and group differences constitute an important characteristic of a democracy.

In terms of race and previous nationality, we are a nation composed of 60 million Anglo-Saxon; 15 million Teutonic; 14 million Negro; 10 million Irish; 9 million Slavic; 5 million Italian; 4 million Scandinavian; 2 million French; 1 million each Finn, Lithuanian and Greek; one-third million each Indian, Oriental, Filipino and Mexican. Added to this, we have several million people who have come in smaller numbers from every part of the world. This kind of diversity places upon the public schools a unifying and citizenship problem of great dimensions. The public school has met the problem with marked success. With the able help of devoted teachers, it will continue to do so.

Every public school must be a place where personal honor, decency, integrity, respect for the human being, and a sense of justice prevail. The teachers in every public school must preserve in every way possible the highest tradition of freedom, of truth and of justice. We must fear no honest idea; we must have respect for every real conviction; we must welcome every serious inquiry; we must be guided by a sincere search for truth.

Our beloved country—the United States of America—has been catapulted into a position of leadership and power in the world. We are exposed to grave dangers. It will do no good to yearn for the past. We must play our role intelligently and courageously.

The present situation calls for calm, objective, cleancut thinking, and positive action. The public schools and colleges of this country must squarely face their obligations in this and play their full part effectively.

The NEA must continue to be intelligently and vigorously active in its effort to secure federal aid for public schools. The need and desirability of federal participation in the financing of public education will not diminish in the foreseeable future. So long as there are discrepancies in educational burden and in financial ability among the states, so wide that some of the states cannot provide basic education to all their children, even

with extraordinary sacrifice and effort, the fight for some appropriate type of federal aid to schools must be continued. Whether this aid takes the form of an appropriation for school construction, or for teachers salaries, or for current operating costs, in general, is less important than that the federal government assume its fair and rightful obligation to maintain good public schools. Important, too, is the assurance that whatever aid is granted shall be channeled thru the U. S. Office of Education and the state departments of education with guarantees that there shall be no federal control over classroom instruction.

The NEA believes the American tradition of separation of church and state must be vigorously and zealously safeguarded. The Association respects the rights of groups, including religious denominations, to maintain their own schools so long as such schools meet the educational, health and safety standards defined by the states in which they are located. The Association must continue to oppose all efforts to devote public funds for the support of these schools.

The NEA must continue vigorously and critically to assess all legislative proposals affecting the welfare and status of teachers, whether they relate to minimum salary, social security benefits, retirement income exemption, limitations on personal or academic freedom, or to any other welfare or status problem. The NEA is the logical "watchdog" and spokesman for the profession on all matters affecting the rights and privileges of its members.

The NEA and the state associations must work together effectively in establishing strong local associations wherever teachers are working. We must give the help, encouragement and opportunities for local associations to develop strong leaders.

The NEA must continue to be deeply interested in the improvement of the nation's taxation policies.

The problems of the merits of basic education and specialized military training in terms of national defense have not been wholly determined. In terms of whatever changes occur in the world situation and in our defense needs, the NEA must chart a course of action that ignores neither the nation's security nor the rights and welfare of American youth.

In our profession, the trend toward unity roots deep. This trend was expressed in the formation of the first state associations more than a century ago; reaffirmed in the establishment of the National Education Association in 1857; widened in 1870 when the union of three national associations representing teachers, normal-school leaders, and superintendents set the pattern for our system of NEA departments; accelerated when in 1920 NEA Bylaws were changed to create the Representative Assembly. Every state and more than 4400 local associations are now affiliated and have sent their delegates to this Representative Assembly—the greatest body of its kind in the world. It is from this Assembly that the call for a more perfect union embodied in the Centennial Action Program has gone forth.

The Centennial Action Program is not a thing in itself. It is a part of a larger whole. It is a response to needs for ideals and aspirations that reach

beyond our profession to the wider world of humanity and its future. It asserts that man is not the victim of inescapable circumstances and blind futility. The future will not fail us unless we fail ourselves. There is much that we can do as individuals to perfect our own lives and to guide and inspire our classes in the schoolroom, but we owe a moral obligation to a larger unity. Our very survival depends upon our capacity to sense that larger unity and to serve its needs with our money, time, and talent. The attacks on our public schools are not casual incidents. They are expressions of a deep-seated opposition to the principles of democracy itself and strike at the very foundations of a free society based on majority rule by an informed citizenry. We can best help the public to understand the unique function of public education in our great country only as we achieve unity among ourselves.

People who are capable of professional preparation and spend time and money in obtaining it are justified in seeking professional recognition in income. No profession is stable if those who follow it are constantly in economic jeopardy. Teachers are as much entitled to salary recognition as are people in other professions.

Good schools cost money—enough money to provide professional teachers, suitable materials of instruction, comfortable, safe and sanitary buildings.

In 1929 our national income was \$87 billion. Our national income now is approximately \$300 billion. We are able to pay adequate salaries if we really value the proper education of all our children.

Tho children sense the insecurity and moral confusion of these troubled times, tho they may be shocked by the hypocrisy and selfishness of the people who manage the social and political institutions they have inherited, the boundless hope of youth for the future and their faith in the ultimate victory of the rights of men are a recurrent inspiration to disillusioned and baffled adults.

Four times during my lifetime our young people have marched off to war, never in the interest of economic imperialism or to wreak mean vengeance upon an enemy, but to defend those intangible ideals which are our greatest values of life. Public schools must never cease to do their full part in preparing children and youth for whatever future they face.

There is no day or hour when tyranny may not come upon the free peoples of the world if they lose their supreme confidence in themselves, their conviction in the surpassing worth of each individual around the world, or their faith in God.

Much depends upon us, the teachers in the greatest country on earth. "Let us have faith that *right* makes might; and in that *faith*, let us to the end, dare to do our duty as we understand it."

We must develop a keener professional consciousness among a greater number of teachers; we must adopt higher professional standards and develop an aggressive unity among all teachers in working for the advancement of the education of children and youth and for the social, professional, spiritual and economic welfare of the members of the teaching profession. We must do everything within our power to see that all teachers

are accepted as full-fledged citizens. Teachers must be freed from some of the restraints which now hamper them. They must become more active in the communities in which they live and work.

The boards of education for all public schools thruout the nation must be made up of able, unselfish citizens who are willing to devote a generous share of their time to promoting and developing the best schools possible for all the children of all the people in their school districts. We must consistently struggle to improve our teaching aids—(textbooks, supplementary books, and audio-visual equipment), teaching methods and all other phases of the program which will help us to do a better job in teaching and guiding our children and youth.

We must be concerned in making sure that education makes a difference in those who have gone to the public schools and a difference in the communities where the schools are located.

A sound educational program can only be built thru good teaching. "Teaching is the most difficult of all arts and the profoundest of all sciences. In its absolute perfection, it would involve a complete knowledge of the whole being to be taught and of the precise manner in which every possible application would affect it."

Practical democracy and lasting peace are the great needs of today. What our profession does about them is of vital importance and may determine the future of civilization, and of mankind.

The best way for our profession to be of real service is for each individual to do his full part to encourage, inspire, and help develop individuals the world around. What we try to keep for ourselves we eventually lose; what we use to help others is ours forever.

Because I believe firmly in the full development of each individual, I want to close with some suggested guides for daily Christian living which I wrote 25 years ago and which I have found helpful. They are 10 in number:

1. Keep skid chains on your tongue. Always say less than you think.
2. Make promises sparingly and keep them faithfully no matter what it costs you.
3. Never let an opportunity pass to say a kind and encouraging thing to or about somebody. Praise good work done, regardless of who did it.
4. Be interested in others—interested in their pursuits, their welfare, their homes, and their families. Make merry with those who rejoice, and mourn with those who weep. Let everyone you meet, however humble, feel that you regard him as a person of importance.
5. Be cheerful. Keep the corners of your mouth turned up. Hide your pains, worries, and disappointments under a pleasant smile.
6. Preserve an open mind on all debatable questions. Discuss, but don't argue. It is the mark of superior minds to disagree and yet be friendly.
7. Let your virtues, if you have any, speak for themselves and refuse to talk of another's vices. Discourage gossip. Make it a rule to say nothing of another unless it is something good.

8. Be careful of other's feelings. Wit and humor at the other fellow's expense are rarely worth the effort and may hurt where least expected.

9. Pay no attention to ill-natured remarks about you; simply live so that nobody will believe them.

10. Don't be too anxious about getting your just dues. Do your work, be patient, keep your disposition sweet, forget self, and you will be respected and rewarded.

THE CENTENNIAL ACTION PROGRAM¹

JOY ELMER MORGAN, EDITOR, *NEA Journal*; AND CHAIRMAN, CENTENNIAL ACTION PROGRAM HEADQUARTER'S COMMITTEE 1951-52.

Presented at the Third Business Session of the Representative Assembly. See p. 153.

THIS conference, on which Corma Mowrey has just given you such a splendid report, may well be one of the most significant conferences in the history of the NEA. It is the first time that so comprehensive and representative a group has been brought together to consider all phases of a total program looking ahead for many years.

I need not tell you that much of the success of the conference is due to the splendid presiding and inspiring leadership of Corma Mowrey herself. (Applause.)

When we go into an all-out war, we try to motivate our people by making them feel that they have a part in something great and farreaching and worldwide. That is what the Centennial Action Program should do for us. It is a program that concerns every teacher in this nation, it concerns every local association, every state association, every committee, every department, every member of the headquarters staff.

We need to be conscious of our part in this larger whole and of its relation to the civilization around us. The delegates from our state and local associations in the Representative Assembly at San Francisco a year ago adopted 20 great goals to which your Executive Committee has added a twenty-first calling for the integration of adult and higher education with the rest of our professional organization.

I need not repeat these goals here, but I would like to suggest that we seek to be more conscious of them—that as we work on local associations, we realize we are moving toward Goal 1; as we work to perfect our state associations, we realize that we have a part in working toward Goal 2; if we are building membership, that we have a part in working toward Goal 5; if we are helping to develop this great Future Teachers movement, that we are working for Goal 7; if we are seeking adequate salaries, we are working for Goal 10; if we are helping establish the World Organization of the Teaching Profession, we are working for Goal 19.

¹ This is the fifth of a series of talks made before the Representative Assembly by Dr. Morgan dealing with Association planning and development. For these talks see the NEA PROCEEDINGS as follows: 1944—82: 42-49; 1946—84: 42-50; 1949—87: 31-37; 1951—89: 36-46.

These goals of the Centennial Action Program represent more than a century of aspiration and experience on the part of the teaching profession. [See *NEA Handbook*, p. 11.] There is a place in the CAP for everyone, and the more conscious we can be of that place, the greater our inspiration, the stronger our motive, and the more certain our assurance of progress.

Now for a few figures: During this first year of the Program, 54 state and territorial associations have adopted the CAP in principle. Some 1500 local associations have adopted the Program in principle—that should rise to at least 3000 by next year. Some 400 additional local associations have affiliated with the NEA, bringing the total to over 4400. Some 50 additional Future Teachers of America chapters have been formed, bringing the total to 468 chapters in colleges and universities thruout this country. Ten states have made their CAP NEA membership goals.

These are good achievements. In some states they are superb achievements; in other states there is a great deal to be desired. I think we might take inspiration from Puerto Rico where there has been a gain this year of more than 5000 NEA members, one of the greatest records ever made by any state or territory in the NEA.

There is always a tendency for us to be satisfied with the past, to think that we have done much and therefore that we can rest on our laurels. I illustrated this tendency at the CAP conference with a little verse. I had not expected to invade the dignity of this Assembly with this verse, but so many people have asked me for a copy that I am going to give it to you. You all know of the little dog called the dachshund, slung rather low and long, and the verse runs like this:

There was a little dachshund once so long he had no notion
How long it took to notify his tail of his emotion.
So while his little eyes were full of present woe and sadness,
His little tail kept wagging on because of previous gladness.

(Laughter and applause.)

We are all somewhat like the dachshund.

There are certain growing points in the expansion of our profession. Working thru the 32 years that I have been in your service, I have come to look more and more for those growing points—the points where the difference is made.

The first of those points is teacher education. If teacher education had been what it should be, we would never have had any trouble mobilizing the entire teaching staff of this country back of our professional associations. Teachers begin with the ideas which are emphasized in the schools which train them. The action which you have taken this week creating a comprehensive agency for accrediting our teacher education is one of the most significant steps our profession has ever taken and, by the way, it is a step which was recommended by William Russell, who made the keynote address at the first meeting of our Association in 1857. (See p. 435-443.)

Another growing point is the Future Teacher movement with which I am proud to have had something to do. It has been a wonderful thing to see that movement grow in a brief 12 years until we now have some 468 colleges and universities represented with more than 23,000 members. Over the years, a total of more than 100,000 college and university students have passed thru Future Teachers of America. I know and you know that among that 100,000 there are many splendid young men and women like Mildred Cox here this morning, who are coming out to give leadership and many who are now in the profession actually giving leadership.

Another of the growing points in our profession is the Department of Classroom Teachers. When I survey the work which has been done by Miss Hilda Maehling and her associates in that department during the past ten years I take new hope for the future. Consider the thousands of teachers who for the first time have been awakened to a sense of their professional opportunity and duty. Consider the conferences held; the programs planned; the splendid leaders trained. This widening of our association base means progress for the whole profession. One of our honored Puerto Rican delegates told me here a day or so ago, that the Lindenwood Classroom Teachers Conference gave her a new and inspiring vision of the glory and greatness of teaching—and that is only one of many such conferences.

In a profession that is really at work the local association must be the foundation. Civilization lives or dies in the community. We must find ways to build and serve a richer community life. Thru the local associations we can do this. The time will come when a large share of the budgets of our state and national associations will be used to serve locals.

We have had working with our CAP committee this year as consultant for local associations Miss Mary Titus, whose great vision and energy and courage have helped and inspired us all. Under her leadership great progress has been made in building up an idea of what local associations should be and do.

We used to recite in school some lines:

“God, give us men! A time like this demands
Strong minds, great hearts, true faith, and ready hands.”

As I look back over the 32 years in your service and think of the men and women with whom I have been privileged to work during those years, I know that God has given us “strong minds, great hearts, true faith and ready hands.”

I think of Dr. Frederick M. Hunter, who was President of the NEA in 1920, when I came to Washington. I think of that great report which he made as President at the first meeting of this Assembly in Des Moines in 1921 and of the leadership he has given in the years since. He is here in this meeting now.

I think of the 32 Presidents of the NEA with whom I have been privileged to work personally.

I think of the late Dr. Crabtree. I think of Dr. Willard E. Givens and his great service; of Dr. Carr and his service, past and to come, and of all the others, and I know that I have been privileged to work with a great profession and with "strong minds, great hearts, true faith and ready hands."

This democracy that we have, this inheritance of freedom and opportunity are not ours. They come out of a distant past. They have their roots in the freedom-loving Greeks, in the synagogues of ancient Judea, particularly in the Christian teaching that attaches such importance to the sacredness of individual personality and has come echoing down thru the centuries to our own day. It took 1700 years and more before the Christian ideal came to fruition in our democracy. It took still longer and will take yet longer to perfect that democracy and the free public schools that have come with it and that have been its mainstay and its chief motive.

We have not done as well as we should in teaching the glorious history of our schools to the children who pass thru them. If they understood the significance of free education and the part it has played in the nation which we now enjoy, we would have no difficulty with loyalty to the free public schools. It took 50 years of the hardest sort of battling to establish in our country the right of our communities to tax themselves for the highschool education of their own children. It has always seemed to me a paradoxical fact that that fight should have had to be carried on in public forums, legislatures, and courts for a half-century before we could even make a good beginning. But by 1880 we had gotten into these highschools some 100,000 young men and women in round numbers; by 1890 we had 200,000; by 1900 we had 500,000; by 1910 we had a million (and there is the turning point between the old America and the new); by 1920 we had 2,000,000; by 1930, 5,000,000 and when World War II broke, we had between 6,000,000 and 7,000,000.

If you want to know why America has shot up like a meteor among the nations of the world, it is in the lives of the millions of young men and women passing thru these highschools—studying literature and history and government and science and homemaking and mechanics—that we have laid the foundation for the explosive development that has lifted our nation to a pinnacle of power without peer in all the realms of the world.

We have this great trusteeship of the free public school; it is yours and mine to keep and to pass on.

Then I think of the trusteeship of this great Association. There was born over in Scotland (a nation to which we owe so much) in 1798, a child by the name of William Russell. He came to this country in 1817 and began teaching in Georgia. He taught in both the South and in the North. He began advocating two great ideas which were then new—the training of teachers and the organization of teachers. He made in 1830, in Dorchester, Massachusetts, the first great speech that was ever made on behalf of teacher organization in the United States.

Remember that that was ten years before the first feeble state associa-

tion was formed. Remember that it was 27 years before the NEA was formed in Philadelphia in 1857, and William Russell wrote the keynote speech for that meeting.

William Russell knew from his experience that if this country was to have political union, if it was to avoid the break which then threatened, that it must have cultural union and it must achieve that union thru the schools and he set out thru teacher organization to do it. He was too late to avoid the war between the states which devastated our country and delayed the development of free education for generations, but he laid a foundation on which others built.

It was not until 1884 that this Association had more than 400 members and it was not until 1918 that it ever had more than 10,000 members. I have totalled up the membership of this organization during its entire span of 95 years. We have had about eight million membership years during that time. Out of those membership years, 7,800,000 have come since the *Journal* was established in January 1921. More than half of them, more than 4,000,000 have come during the last 11 years under the great administration of Secretary Givens.

The tempo has increased during these recent years. In the peak of the war, during 1943, we started out with a War and Peace Fund which I like to think of as marking the awakening of this great profession; the teachers of this country raised \$400,000. That \$400,000 strengthened the Policies Commission, the Defense Commission, and made it possible to have a place for education in the United Nations Charter.

Then, in 1944, we adopted a Five Year Program of Unification, Expansion and Development and under that program made the greatest gain we had ever made. Then when the war ended, we transformed that program in 1946 to the Victory Action Program and during the years of that program we again made great progress toward unification and strength.

We came last year to the adoption of this third program, the CAP, which is designed to bring into our organization, into unified action, the entire teaching body of this country.

We cannot be true to our great historic past, to the great men and women who have brought us where we are, without going forward.

The heart and soul of the CAP is a spiritual commitment—the glad acceptance of a great ideal and a noble purpose. It is a voluntary program based on goodwill, understanding, and loyalty. No program of such magnitude can take effect without growing pains and difficulties. As the program goes forward—we shall find our NEA staff overloaded with demands for service. Our state associations will have greatly increased burdens. Problems which have been latent will come into the open. Who would wish it otherwise?

But let us keep our eyes on the big thing. If we maintain goodwill, understanding and loyalty, all the lesser issues will come to solution in due time. Whether the NEA Representative Assembly shall be larger or smaller, whether we shall have one kind of local association or another,

who shall be elected to this office or that, where we shall meet, or who shall get the credit for this achievement or that—these are of little moment compared to the glorious ideal of a united profession enrolling all the teachers of our country and dedicated to the greatest cause under the shining stars.

Let us say this to ourselves, not only with our lips, but with all our heart and mind and soul. Let us say this: I, myself, am a part of the teaching profession—I must accept its responsibilities. Freedom, democracy and our public schools are not merely privileges to be enjoyed—they are trusts to keep and maintain. I will support the organizations that serve my profession. I will build up my colleagues. I will be loyal to the free public school and seek to make it better. Thru good days and bad I will do my best to serve the children, my profession, my country, and humanity. With Joshua of old let us say to ourselves and to our colleagues: “Be strong and of a good courage; be not afraid; neither be thou dismayed: for the Lord thy God is with thee whithersoever thou goest.”

OUR RELIGIOUS HERITAGE

REVEREND BRYAN HALL, EXECUTIVE SECRETARY, BOARD OF EDUCATION,
NEW MEXICO CONFERENCE OF THE METHODIST CHURCH

Presented at the Vesper Service of the Representative Assembly. See page 87.

YOUR PRESIDENT is a representative of the typical spirit of America and of your Association, and that is why you elected him, I am sure. He has been a great inspiration to me as a layman in the community. He represents what one man can do when a faculty of teachers, a board of trustees and an entire community stay behind him long enough to accomplish something.

We have so much in common that I feel among friends. By we, I mean the school and the church. I am in my fifth summer operating camps of the church, in which some 2000 camp. I have a staff of ten young boys (some 20 on the total staff), and it is a great inspiration not only to work with these young people, but to work with these boys. They are always refreshing me and keeping me younger than I really look. The other day I went to one of the boys and asked him if he had done a certain thing and he said, “Yes, yes, I am taking off right now like a herd of turtles!” I had never heard of taking off like that. I don’t know whether turtles take off very fast or not, but that certainly was a refreshing remark. It is this sense of keeping close to youth with their new creative terms and experiences which they bring into life every year that gives a thrill to our task.

Our religious heritage is a vital factor in our great public school system. It was assumed in the early stages of our national life that freedom of worship would mean the right to worship according to the dictates of one’s own conscience. It was assumed that the teachers of the public school system would be personalities of Christian character. The possibility of the school being dominated by non-Christian or atheistic and morally indifferent

personalities was not faced. During this convention you will be considering a number of factors of importance in your professional work and it is very fitting to open with a recognition of the religious element thru this act of worship.

Some three thousand years ago, King David looked out from the balcony of his palace and saw a beautiful woman in the yard of a home near by. In place of a wolf whistle or climbing up to the fourth story window and removing some choice articles of clothing, he sent her husband, Uriah, to the battle front and instructed his men to fall back in the heat of the battle so Uriah would be killed. It all worked according to plan and he took the wife of Uriah into his own home.

Then Nathan, a prophet and man of God, called upon the King and told this story. There were two men; one had many lambs and the other poor man had only one ewe lamb that had grown up with his children in the home. The rich man had a guest to arrive and in place of killing one of his own lambs, he took the one lamb of the poor man for the feast. King David was enraged and at some length pronounced what should be done with such a man. Then Nathan said, "Thou art the man."

I declare to you that this story of experience presents the germ or beginning of our religious heritage. This spirit of liberty is essential to your school and its freedom, and the survival of our democratic form of government. God speaks thru the conscience, thru a man of God, or a school teacher, demanding that a king, or a Hitler, or a Mussolini, or any other person must never destroy the rights of another person. In this framework of the Jewish-Christian heritage we have the element that makes us great.

It is point number one in your own book put out by your own commission, the Educational Policies Commission, as of December 1950, entitled *Moral and Spiritual Values in the Public Schools*. On page 18 you find these words: "The basic moral and spiritual value in American life is the supreme importance of individual personality." In the Old Testament story I have told, the man of God called the hand of a king. This is the saving element for your school and my church.

This worth of personality arose and is sustained by a sense of God and I doubt if the worth of personality can survive if God is left out. It is not an accident that our forefathers had "In God we trust" stamped on the coins of the land. This is the background of the thinking of your group in the writing of the book I have mentioned. It is saturated with this philosophy. Thus your own freedom of speech in the classroom is tied up with the freedom of the church. To make possible this freedom and to implement such freedom explains our faith in the policy of the separation of church and state. Since the conscience is subject to educational and environmental changes, our freedom lies in mass education which makes possible an enlightened concept of God to which the individual personality can respond.

The whole burden of my message is that we are friends, the church and the school. We have everything in common. We are friends eternally

in our tasks and the leadership we give to the life around us. It is freedom which is sacred to us and what I hope to make clear before I finish is that the freedom of the church is a help to you and the freedom of the school is a help to the church because there are times and there have been times in the history of the world when these things have been in danger.

Albert Einstein is reported to have said that he expected the universities to hold out against Hitler, but it was the church which resisted until ministers of the Lutheran Church and priests of the Catholic Church went to concentration camps. If it ever happens here, you will need the church to help you stand. That is the thing I trust will be clear in what I have to say. It is the church that has this freedom as shown by this Old Testament prophet—this man of God who had the nerve in his personality and the bravery and strength to say to King David, "Thou art the man; thou art the man!" (and so I come then as a speaker for the church to say, "I am your friend.")

Religion has its own problems of education and you may be surprised how they parallel the report of your Educational Policies Commission. As stated in *Moral and Spiritual Values in the Public Schools* on page 56: "Since the report of 1928 of the *Character Education Inquiry* evidence has continued to accumulate that knowledge of right conduct does not materially increase the probability of right conduct itself." Knowledge of the truth does not necessarily assure right action.

Taking this cue from the educational world as an approach to the sound technic of education, the educational division of my church, some twenty-five years ago, started making an effort to say to the church schoolteachers that the memorizing of the Bible, and the knowledge of its contents, does not guarantee Christian action or moral conduct. A great cry arose over the church and the same educators have been forced to print more scripture in the materials. In some communities one has to say Vacation Bible School when speaking of the summer session of the church, whereas it is a Vacation Church School. The fact that the Bible carries for many people a fetishistic power makes it difficult to use sound educational methods in religious instruction.

It is possible to catch the spirit from the life of the church and from the community, and from Christian schoolteachers, so that your personality will be a dynamic Christian personality without being able to pass a test on these particular Bible characters.

Another handicap we face is this: school teachers say to the minister or educational director, "I have them five days in the week and that is enough." Yes, but you have the skill and we need you sorely.

You see, we come to the problem then of motivation. It resolves itself to this: that the business of the church is motivation; and you recognize that your need is motivation also. Without motivation, the whole purpose of life is lost. I am not in a position to tell you how far you can or should go in the matter of motivation but it is very evident that you labor under

the feeling that you should recognize this truth. You are forced to build moral and spiritual values in the public school without the use of the terms God and Jesus. My heart goes out to you but I do not know what to do about it. That is your problem.

Dr. Ralph Sockman, speaking over the air one Sunday last February, said he did not see why a public schoolteacher could not at least have the Lord's Prayer repeated upon the opening of the school each morning. If the gathering of the United Nations involving the presence of nations that do not profess the Christian faith can be opened with prayer, then our schools should not be ashamed to open with prayer.

We are all faced then in the church life and the school life with this problem of motivation. I had an interesting experience a couple of summers ago. We had a camp then of about 115 intermediates; some of them were from the Texas oil fields. Their parents were—well, I believe you would say their parents were “well-heeled,”—I believe that is the word I am looking for—and so this young intermediate girl said she did not have to follow instructions. She missed instructions, dodged the class sessions, would not go to bed at night or respect the camp regulations. The dean went to see her, the two sat down, and she said, “I don't have to do this—my daddy has an oil well—fooeey on you!” And so there you are faced all the time with the problem that the social order is continually telling us that the desires of the human body will satisfy our needs. The commercial world is continuously proposing to sell us the things we want and desire; but it is our business in the church and school so to teach as to have rugged Christian personalities and character that will enable us to sustain our lives in the face of necessity; that will enable us to meditate upon ideals of the world and the sacrifices that should be given to other persons and to take away as much as possible the egotism that develops around the satisfying of our own selfish wants.

Your task as a teacher is not different from my task as a teacher. We are just classified differently. Well, to use a slang expression, we are riding in the same boat and we cannot be as indifferent as were the two men during World War I when a torpedo hit their boat and one said, “What difference does it make? The boat does not belong to us.” I need not review our concern over the acceptance of federal funds. That is why we do not have an established church in this country. It is difficult to receive funds without being given instructions about the use of the funds.

In a democracy, the citizens are the creators of the type of government we have and the leaders are the reflectors of our social order. Scandal in high places is an indication of the failure in the home and in the church as well as in the school. We will find no abiding solution in the abuse of personalities. Changes in administration are superficial in comparison with our basic task.

That does not mean that we should be indifferent to our rights as citizens nor fail to appear at the polls to vote, but you should realize—and I know you do—the danger of indifference; that the task we face is far beyond the abuse of personalities, far beyond the change of adminis-

tration, as important as that might be. These are things upon the surface. Far back in the background of the life of the children that we teach and work with, lie the basic things in the personalities that build a nation and make possible a pure administration, free from scandal 50 years from now, and so if you want a pure, clean, vital Christian administration in the political life 50 years from now, it must start back in the life of the child.

Some fundamental qualities, such as honesty, must be instilled in the minds of children under our mutual care and responsibility. May I give one personal illustration of this idea as experienced in my own youth. In 1917 I bought my first "jalopy," a Ford, for \$125. It looked good parked on the sloping street but when I put it in the garage for a paint job, I found that it was lopsided. Examination revealed that the chassis was broken and someone had bolted a strip of iron on the frame to keep it from falling over while the sale was being made. I sold the car to another man for \$75 after telling him what was wrong. A fool? Yes, maybe by the standards of trade, but honest, and able to live with myself.

Such idealism came from the home. The church and the public school-teachers had a part in that decision that I made when I sold that car, and so don't call me a fool unless you call yourself a fool, for out of the school life and the home life and the church life came the conviction that it was not right to sell that car without telling the truth about it. That is just one basic quality that I hold up to you as the idealism that must come from the home and school if we would have a great democracy and if we would remove scandal from high places. In the last decade, the universities and colleges (state institutions) have shown an interest in the church establishing Bible Chairs off the campus and many state institutions have placed religious courses in their curriculum while the public schools have been drawing away with an indication of fear.

This may be a general statement that may not be true locally in many states. I would say the colleges and universities have been freer, perhaps have had less fear as they approach this problem of religion and interpreting it and putting it in their curriculum; perhaps they have been faced with less danger than the public school system. I am not trying to say that they are better.

Thwarted motivation will move into false areas unless the outlet is wholesome. Even a national danger is being expressed by many writers. This is in part the problem of Russia. An established religion was binding the Russian people and its expression was identified with the rule of the Czar. "Religion is an opiate of the people" became a crusading Communist slogan. The solution seemed to be the stamping out of religion; so religious motivation entered the economic area and all the zeal that would have been spent under the name of religion now supports the Communist drive.

This fact should be recognized in regard to the practice of having teachers take an oath. Loyal people may or may not feel free to sign the loyalty oath but a real Communist will sign and continue to operate because loyalty to their cause and their god are identical and they thus have the blessings

of their god. It becomes their duty to stay in places of responsibility and the conscience is not disturbed. Communism is a diverted religious drive misguided by a false philosophy that the solution of our problem of life lies in the realm of economics, whereas the habits and desires of life expand with the economic level. So the solution is not the signing of an oath but in the creating of a healthy social order that will dispel false theories of government and unsound economy.

Bishop G. Bromley Oxnam, speaking before the General Board of Education of the Methodist Church said, "The vigilante would impose his will upon American education, would determine what books are to be in our public libraries, what shall be preached from our pulpits. This is destruction of freedom. There can be no free society without free inquiry of the free mind in the free man." Sooner or later we come to the position of Cardinal Wolsey as he spoke to an officer before his death—"Had I but served God as diligently as I have served my king, He would not have given me over in my grey hairs."

Yes, we are friends in the spirit. Your basic satisfaction lies in the growth of the personalities passing in and out of your classrooms. It is only in the growth and sparkle of those personalities as they go in and out of your classrooms that you find the great and abiding satisfaction of your life, and so in that task we are friends and companions. As church and school, we stand side by side and you are motivated and inspired and driven to your task by the same motivation that causes a man to speak from the pulpit. There is no basic difference in our philosophy or in our outlook upon the problems of the world we face.

I do not know how public schoolteachers reacted toward the experiences of the President's White House Conference on Children and Youth December a year ago, but I do know that some of the educators of the church were alarmed and concerned. There were at this meeting some vigorous blocks that claimed the right to fight all religious instruction as the rightful heritage of their children. Our fathers never considered the possibility of a nation devoid of any form of worship or regard for God. A godless society was not contemplated. We are friends in a common task.

Reinhold Niebuhr, who was at one time a pastor in this city, brought this idea to my attention: In army life, when a man is called up and given a citation, the order reads, "For acts of bravery beyond the call of duty." That is where you are tonight.

A leader in my church from the youth staff from Nashville, Tennessee, came to New Mexico to conduct a class in youth work. He requested that I secure a film entitled "Understanding Children," a product of the public school system. I followed his request without any special concern until I had the opportunity to see the picture. He said it was in use in the public school instruction for teachers and was called in slang the "Case of Ada." A 13-year-old girl is complexed and defeated by what seemed to be an impossible home environment. A schoolteacher is pictured going out of the line of duty—at any rate beyond the pay check requirements—into the

home. Slowly the girl is changed and the attitude of her classmates is changed.

If 100,000 Sunday-school teachers would do what this public-school film suggests this nation would be stirred by the greatest religious awakening we have ever known. Beyond the hours of requirement, beyond the pay check, beyond the call of duty, you are anxious to find a way to express the real heritage that is basic to your own philosophy which is rooted in our common heritage, the living God expressed in the worth of individual personality. Nathan, a man of God, speaks to the king and says, "Thou art the man."

The Bible says we are sons of God. Our present day terminology says we are creators of the social order. We have the power to transform the processes of life; we have the power to create the world in which we live, but if we are not motivated by the great dynamic of religion and faith in God, then we will become selfdestructive. This courage and faith is our common heritage and we are friends together with God.

A STRAIGHT LOOK AT OUR EDUCATIONAL NEEDS

EARL J. MC GRATH, U. S. COMMISSIONER OF EDUCATION

Presented at the Third Business Session of the Representative Assembly. See page 134.

I REMEMBER very pleasantly, President Miller, that trip to Puerto Rico late in December when we had such a wonderful time with the educators of that island and I am much pleased to see over here at the right many of our friends.

I very much appreciate the honor and the pleasure of attending this Thirty-First Representative Assembly of the National Education Association. It is a privilege to meet with this large representative group of teachers and administrative officers from all sections of the country and to have an opportunity to discuss with you certain matters of paramount importance not only to the members of the profession but also to our country. These summer meetings have always, in my professional lifetime at least, taken up matters of considerable significance. But I doubt if ever before in the history of this organization have the subjects discussed been so closely related to our destiny as a democratic people.

It is significant that these important activities are taking place at the time of the retirement of your executive secretary who has served in this high educational position with such illustrious distinction. To Dr. Givens I feel a real professional debt because of his understanding cooperation with the activities and the problems of the United States Office of Education, since I assumed the commissionership some three and a half years ago. I also feel a deep personal respect and affection for Willard Givens who has done more for a fellow worker than his position or his moral obligation required. In my attempt to deal with the numerous perplexing problems which inevitably center in the office of the United States Com-

missioner of Education he has lent a ready and willing hand. Thru the years I shall continue to look back upon our close association with a sense of gratitude and satisfaction. And I may add that I hope our professional and personal relationships will continue long after Dr. Givens officially relinquishes his present post.

Without attempting any comprehensive recital of his numerous activities during the past seventeen years, I would merely like to point to the fact that he has exhibited educational statesmanship in time of war and of peace, in periods of inflation and depression, and in times filled with professional problems. In my judgment, Dr. Givens exemplifies in his own personal and professional life the type of integrity and dedication to the highest ideals of American life which this nation now needs in positions of leadership, both in private and in public offices.

He has developed in the National Education Association a strong professional unity which indeed is well represented by committees like those reporting this morning. His administrative career has been distinguished by his remarkable ability to give unflagging attention to matters so diverse as international relations, research, and public relations. His ability to draw together the members of the profession in diverse activities related to the entire educational system of the United States, is clearly demonstrated in the expansion of the membership of this organization from 161,000 in 1935 to 490,000 in 1952, and the increase of the budget from somewhat under a half million to approximately two and a half million dollars, and the growth of the professional staff from less than a hundred to nearly five hundred. These features of the growth and prosperity of the National Education Association under the leadership of Dr. Givens will grow more spectacular, I feel confident, in the light of history.

As he leaves his position I want to wish for him on behalf of the entire staff of the United States Office of Education a continuation of his dynamic professional activities, his health, and his prosperity. (Applause.)

I should also like to take this opportunity to express my personal good wishes to your secretary-elect, Dr. William G. Carr. His accomplishments as a member of the National Education Association family have already demonstrated that his career as the new secretary will be outstanding and productive. I congratulate Dr. Carr upon the distinction which the profession has bestowed upon him in electing him to this new post, and I pledge him the full cooperation and friendly relationships of the staff of the United States Office of Education in advancing the interests of American education.

My principal purpose here this morning will be to discuss briefly several matters about which all members of the profession should be concerned. You observe on the program I was to discuss the Program of the United States Office of Education. Much as I would like to do that, as important as I think that presentation would be, I think there are other matters of importance that need our consideration. I had prepared another statement which I was going to present here this morning, but on Tuesday, after talking on the telephone with some members of the staff here and reading

the reports from the press, I cast that statement aside and turned to another which I think is more important.

First, I should like to congratulate the teachers and administrative officers of the nation for their willingness to undertake the additional duties and responsibilities placed upon them by the critical conditions in many aspects of our school system. Never before in our history have teachers and administrative officers worked under such frustrating circumstances. Burdened by inadequate physical facilities, double and even triple sessions, and sometimes classes of 50 or 60 or 70 pupils, they have carried on with an arresting dedication the heavy responsibilities of educating the children of the United States.

In addition to the trials growing out of these circumstances over which they have little or no control, they have frequently been harassed by some of our citizens who underestimate the responsibilities which educators now carry, and who often misunderstand the purposes and the processes of education in our democratic society.

Thru all this the teaching profession has stood firm in its unselfish devotion to the highest professional ideals, and its loyalty to the country remains unimpeachable. We members of the profession can take pride in our accomplishments, and I am certain we can be assured of the gratitude and the respect of the vast majority of our people.

It is therefore in no apologetic or defensive sense that I wish to discuss with you several controversial matters in which the profession is now engaged. There have been increasing attacks in the various communities in our nation on the courses of study, on the textbooks, on the pedagogical practices, and, I regret to say, sometimes on the loyalty and integrity of some members of our profession. These attacks, tho not entirely new in our history, are today matters of more serious significance because they are at present more intense and more widespread than usual. They are also more serious because of the world situation in which we now find ourselves. They are leading to a condition of confusion, mutual distrust, and disunity among our people when the military and ideological conflict in which we now find ourselves demands mutual understanding, clearness of vision, and solidarity in the face of attack.

The critics can be divided into two groups. Some are high-minded and honest persons genuinely concerned with what they believe to be the failure of schools to teach the Three R's. These honest critics deserve an honest answer to their questions. I think the answer is that we are today attempting to educate the entire population of school age which we did not try to do in an earlier day.

This means a heavier burden on the schools with their well-known limited resources of teachers and plants, but it also means that we undoubtedly have in the schools today some children of lesser learning ability than those of past decades. In spite of these limitations, I believe the evidence is convincing that the schools today are doing an excellent job of teaching the fundamentals. Though the evidence is unfortunately incomplete, and we need to have comprehensive studies of this matter, it is my conviction that

today's schools compare very favorably with earlier schools in the teaching of the fundamental branches.

But the nub of the matter is that today's children are being taught things in addition to the Three R's. We have comprehensive programs of health and physical education, music and the other arts, and a vast new body of subjectmatter in the literary fields. For some of these subjects the schools commonly took little or no responsibility only a few decades ago. Hence our children are getting a fuller education and the teaching job is to that extent more demanding.

In terms of the ability of our people to adjust to the demands of modern life, to meet our current economic and social problems, however, the important point to remember is that thru social studies, including American history and government, our children are being educated to become understanding and dedicated citizens of a democratic society.

Both the formal program of the classroom and the informal life of the school outside contribute to this citizenship education. To the basic Three R's we have now added another Three R's of constructive citizenship—rights, respect, and responsibilities. I do not propose that pupils learn the Three R's of citizenship instead of the other Three R's, but what I do say is that our schools should teach and are teaching both and doing a magnificent job, often under severe handicaps. (Applause.)

Turn now to another group of critics. These individuals would change our whole basic concept that in the last analysis one of the principal objectives of education in this country is to teach young people to think clearly and objectively about the problems of the world today. Many of these critics are fearful of an educational program which raises questions about any aspect of the society in which we live or in the international community of which we are a part.

They would prefer an educational program in which children are drilled in certain routine intellectual activities but in which they would not be encouraged either to ask questions about the nature of the world in which they live or to suggest changes in that world that might make possible a better life for all. They overlook the fact that our great material prosperity and our great social progress has been made possible largely thru the unrestricted exercise of the imagination in the field of invention and discovery.

We have been far more successful in stimulating the spirit of inquiry and creative thought in dealing with the physical aspects of the world in which we live. The greatest responsibility of the educational system in the days ahead will be to turn that same type of intellectual energy into the solution of the great domestic and international social problems of our time.

Our very survival as a nation and indeed the survival of the other members of the family of free nations, in my judgment, will be determined largely by our ability to deal creatively with these social problems. The validity of this statement could be amply demonstrated by referring to our own domestic and social problems. These will demand for their solution the systematic and continuing exercise of the most imaginative intelligence of our people. But today I want to dwell momentarily upon the part of education on the inter-

national scene. I do this because there is in the minds of some of our people confusion and misunderstanding concerning the relationship between education and our international position.

In this connection one fact must be basic to all our thinking—that fact, that all of us are living in one world. A second fact is that a very large percentage of the human beings living in the free regions of that world are looking to the United States for leadership. Some may wish that this were otherwise. But it is not. And it is irresponsible and a disservice to the country to act as if it were so.

Invention and the rapid development of transportation and communication has literally shrunk the social world in which we live to very small proportions indeed. Whether we like it or not we have been drawn by these technological developments into close physical, social, economic, diplomatic, and moral relationships with a large proportion of the human race. It would be literally impossible to extract ourselves from these relationships, and it would be undesirable to do so because upon them depends our continued wellbeing.

Business enterprises of many American firms now extend cooperatively into virtually every corner of the earth outside the Iron Curtain. A high level of the free world trade is to the mutual advantage of each member nation of the free world for such trade permits the best use of their resources. Moreover, thru public effort as well as thru private enterprise, we have embarked upon a vast program of technical assistance to many of the underdeveloped regions designed to improve the standards of life in those countries. Our own welfare is closely related to the success of these ventures.

We have inaugurated a large program of cultural exchange under which thousands of citizens of the United States live in foreign lands, and their counterparts from those countries come to these shores.

And lastly, in Korea we have joined with the members of the United Nations outside the Iron Curtain in a military effort to resist aggression and we have taken the leadership in the North Atlantic Treaty Organization in preventive measure to the same end. These developments of the second half of the twentieth century—international cooperation toward collective security—should hearten all who believe in human freedom and the democratic way of life, since for the first time international organizations thru the combined efforts, the resources, and the spiritual unity of peoples of the free world have resisted large-scale aggression.

It is my confirmed judgment that even if we desired to do so, we could not as a nation disengage ourselves from these international activities for they are part and parcel of the contemporary development of human society. But even if it were possible to do so, it would not be desirable because only thru these efforts at mutual understanding and cooperation on the part of the free peoples can we hope to sustain the high standard of living and the free institutions which we so deeply prize.

One of the most impressive truths of this fact was issued only a week ago

in the report of the President's Materials Policy Commission. This commission, headed by Mr. Paley of the Columbia Broadcasting System, after seventeen months of study issued its report on natural resources in the United States. It revealed the startling fact that the United States can no longer maintain its own high levels of production and the kind of life dependent upon them without the assistance of the resources of many other nations.

"The inevitable has now come to pass," says the report. "Whereas for many decades the United States economy produced more raw materials than it consumed, and thus had a net outflow of materials to the rest of the world, we seem now to have settled solidly into the position of consuming more materials than we produce." Future historians may quite possibly look back on the decade ending in 1950 and mark it as the fundamental turning point in American history, not only because of World War II, the United Nations, and other efforts toward collective security, but because during that decade, imperceptibly and without sensing it this nation began to need more raw materials than it possessed within its own borders. We joined the ranks of the so-called "have-not" nations. It is abundantly clear, therefore, that we simply cannot go it alone.

We must continue to work closely with our fellow humanbeings in other free lands in an effort to protect ourselves from military attack, but more important we must join in efforts to create the healthy physical, social and political circumstances that will guarantee the wellbeing of all and the continuation of peace. One of the best single devices now available to accomplish these objectives is the United Nations with its many specialized agencies. Thru the military and diplomatic activities of this great international body and other regional defense arrangements we can hope to stop aggressions by the totalitarian powers.

Thru the various specialized agencies of the United Nations like the World Health Organization, the Food and Agriculture Organization, and Unesco, we can cooperate with the other free nations to improve the health, the productive capacity, the wellbeing, and the living standards generally in many areas of the world. And we can also, working thru Unesco, create international understanding and goodwill which are the only possible foundations of a lasting peace. (Applause.)

If we are to gain these goals, however, an immense educational program concerning these agencies and their beneficent programs will have to be carried forward not only within the formal classrooms of our school system but also thru an elaborate network of mass communication reaching a large proportion of American adults. Those who seek to create conditions of peace on this earth, together with minimum standards of decent and healthful living for the mass of mankind, will lend their efforts in the development and support of such an educational program. The teachers and the administrative officers of school systems of this nation are to be congratulated for the excellent programs which have already been launched in their various communities.

As one who has played an active part in the work of some of the United

Nations agencies, I should like to say that there is a great amount of misunderstanding concerning this organization. It is important that this misunderstanding be cleared up in order that our people may give their full support to these efforts of such crucial significance in the future of our country. In this connection I should like to consider four charges made against the United Nations and its specialized agencies, especially Unesco.

First, the United Nations is not a Communist organization, nor is it dominated by Communists. On the contrary, the present conflict in Korea offers clear evidence that the United Nations is dedicated to the task of stopping totalitarian aggression. Tho Russia and the satellite countries occupy membership in the United Nations, the record is perfectly clear that these countries have continuously and successfully been opposed by the free nations. Our membership in the United Nations, therefore, does not open the doors of this nation to the entrance of Communist ideological propaganda. Nor does it otherwise expose our people to the evils of communism. Second, the United Nations, tho an organization of many sovereign governments, does not advocate nor lead to any structure of world government. By joining the United Nations we have not abandoned any of our national sovereignty and are not asked to do so. Consequently, the political independence of American citizens is in no way impaired by our membership in the United Nations.

Third, the Declaration of Human Rights does not conflict with our own Bill of Rights, and Americans who in connection with the activities of the United Nations wish to extend human freedom by promoting understanding of the principles of the Declaration of Human Rights do not by doing so deny the validity of our own Bill of Rights. On the contrary, in so doing they merely wish to see some of the basic principles of our Bill of Rights applied to the lives of a greater proportion of the members of the human race.

It ought also to be made clear that in teaching about the Declaration of Human Rights we are not confusingly identifying it with the Covenant on Human Rights. This latter document is in draft form and is under discussion in the United Nations. It is quite another matter. We are concerned with the basic principles enunciated by the Declaration of Human Rights and the understanding of these by the children of the nation.

Fourth, those who believe in the United Nations and wish to see its program advanced do not in so doing detract even in the slightest degree from their loyalty to their own country. No citizen of a member nation in the United Nations organization is required or expected to diminish his devotion to the land of his birth or adoption. Those who reason, therefore, that membership in the United Nations organization requires one to shift his allegiance from his own flag to the banner of a more comprehensive political entity are grossly in error, and by making such charges they are creating confusion in the minds of their countrymen. As we teach world understanding we will also always make sure that we teach the meaning of Americanism.

Now it is important that these facts be kept clearly before us, for the charges which have been made against the United Nations organization are in some communities arousing suspicion and misunderstanding concerning this important organization. But more important the integrity and loyalty of dedicated citizens are being impugned. It is becoming increasingly difficult to launch and carry forward vital educational programs calculated to inform our people about the United Nations organization and our important part in it. It is of the utmost importance that all our children be familiar with the purposes of the United Nations and with the various programs carried on under its auspices to improve the lives of men everywhere and to guarantee the preservation of freedom on the face of the earth. Our teachers and our administrative officers have a heavy responsibility in informing our citizens about the United Nations. Only as we do this will our people understand and support the educational programs which we need to educate children about the complex international world in which we are living.

Tomorrow is the Fourth of July, the day on which the independence of this nation was declared and the life of our great republic began. Thru the years the greatest strength of this nation has lain in the capacity of its people of the most diverse cultural origins to join in common enterprises at home and when necessary to present a united front in the face of danger from without. The capacity to do that is now also our greatest strength.

The Communist technic, as the literature of Communist doctrine so clearly shows, and as has been so clearly demonstrated by the history of the past 35 years, is to divide and conquer. Every effort is made to sow the seeds of dissention and mutual distrust among the citizens of countries outside the Iron Curtain in the hope that as they fight among themselves, the way will be prepared for the entrance of Communist controls and eventually subjugation.

The present situation in which a growing number of our citizens are, perhaps unconsciously, allowing themselves to be influenced by these devices designed to create disunity among us, it disquieting indeed. It is essential that we continue the great American tradition of considering a man innocent until he is proven guilty. This is especially true of the members of the teaching profession who have the grave responsibility of instructing the youth of the nation not only in the fundamental processes but also in matters of living a thoughtful and intelligent life in a democracy.

Teachers must be free to teach the basic principles of democracy and to stimulate children's minds to deal with the emerging problems of their day in terms of these basic principles since each generation must face its own peculiar problems. They cannot do this in an atmosphere of suspicion, mistrust and informing on the part of their fellow citizens. The evil results of the latter will inevitably be intellectual intimidation to the point where teachers will fear to think creatively. The teaching process will become one of routine repetition of inanimate facts, the minds of children will be dulled and their imaginations deadened. They will become intellectual robots. We should have learned from the schools of Nazi Germany what kinds of minds such a system produces.

The integrity of our profession, as history so amply shows, is unimpeachable. Given adequate support and understanding in the communities of this nation, the schools will discharge well their responsibility of educating the coming generations for the responsibility of citizenship in a free nation and in a free world. Those who have the interest of the nation at heart will not be parties to movements which undermine the confidence of the people in their schools.

On the contrary, such time and thought as they have to devote to the schools they will spend in gaining a larger support for education in their own communities to the end that our children will have adequately prepared teachers and satisfactory schoolhouses in which the democratic process of education can go forward.

With understanding and the unification of efforts of the lay public and the profession, we can be assured that the present generation and those yet to come will preserve the free way of life which our fathers established in this land.

A REPORT ON THE WORLD ORGANIZATION OF THE TEACHING PROFESSION

WILLIAM F. RUSSELL, PRESIDENT OF WOTP, PRESIDENT OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

Presented at the First Business Session of the Representative Assembly. See p. 100.

I AM here to make an informal report on WOTP. The organization is a marvelous organization. It is the most remarkable organization I have ever belonged to. It is growing in power and in strength. It is by any objective measure the most powerful, the best financed, the most active international organization in education that has ever existed.

As far as membership is concerned, since the last year when I reported at San Francisco, the following countries have joined—that is, by their major teacher associations: Israel, the new country of Israel; Liberia, down in Africa; Ireland, the National Teachers Organization—we have had Ulster, the northern tip, before, but now the Irish group has asked for membership; Japan; Turkey; Korea; and we found that the Chinese organization which was forced by the Communists to withdraw, now has bobbed up on the island of Formosa, active, reapplying for membership.

We have moved ahead, making WOTP an organization that bears the same relation to a teacher association as the teacher association bears to a teacher. In other words, we have been considering problems that face association officials all across the world. The secretaries of the great associations have come, bringing with them their technical assistants, and we have been working on such problems as publication, publicity, and maintenance of membership.

We now have prepared for the first time an international study of

teacher salaries. It is so difficult, so elusive a problem that we almost gave up, but we have had a very clever study done during the past year which will be presented three weeks hence at the meeting in Copenhagen.

We also have had a very substantial study made on the teaching of human rights. We made this in cooperation with Unesco. Our organization in its meetings has had reports upon several difficult national situations—as the situation in Durham in England, where all teachers were being required to belong to a union; as in Nigeria, where every teacher who joined the association was told he would lose his position; and as far as Malta was concerned, where we had a most successful meeting last summer, they tell me that the presence of WOTP in Malta caused the Maltese legislature to pass the new teacher salary bill (which had been hanging fire for a good long time), giving an augmentation of 60% salary to the teachers of Malta.

So far as the WOTP itself is concerned, it is a very powerful, growing organization. Six years ago at Endicott, there gathered at the invitation of Willard E. Givens and William G. Carr, a group of delegates from associations—I think some 38 or so associations from all over the world, and nine intergovernmental associations. They drafted the blueprint for a new world organization for the teachers of the world. At last there was to be one voice that would speak for the teachers and children, one that would be above national jealousies, factional interests, or personal jealousies.

At last we were to have one organization; and if you look back to 1946—I don't know whether you can remember that far back—you can recapture the spirit we had then. The war was over; we were all friends all over the world; we were not going to settle any more disputes by force; we were going to trade our resources, going to interchange our ideas; the whole world was going to work together as a band of brothers; and those delegates went home from Endicott with the blueprint drafted for this new organization. They were going to get all those other old international associations out of the way, and we were all going to be together as one united teaching profession.

Now, I think that if any delegate at Endicott, about two weeks after he left, had, like Rip Van Winkle, walked up into the mountains and gone to sleep, and then had waked up day before yesterday and got down here, and found himself sitting in this audience—I think he would have been shocked to see what has gone on in the world in those six years.

I think he would be shocked. "How," he'd say, "is that old World Federation of Education Associations going?"

"Oh, that's gone."

"What about IFTA, the federation of elementary-school teachers, mostly in Europe?"

The NUT (National Union of Teachers of England and Wales) delegates went home and said, "We cannot give up that association of old friends who fought so hard in the Resistance."

"What about FIPESO, the association of secondary-school teachers, again mostly in Europe?"

The NUT delegates could not give that up either, despite the fact that FIPESO sponsored the idea of class distinction in the matters of salary and working conditions of secondary-school teachers.

Then in addition to that, there was an International Federation of Trade Unions that had an educational section. In fact, you remember, Willard, when the Endicott meeting was going on, I was in Europe, and you wired me to attend the meeting in Paris that was being held at the same time. That was a group of labor union people who were very left wing because they had just been to Moscow and got orders from Moscow as to what they were to do.

Well, this outfit maintained its position, but the noncommunists seceded and now there is a big education association behind the Iron Curtain, the FISE, which won't join with anybody on any considerations.

In addition to that, a new international was founded, I think under the influence of the American Federation of Teachers, and that is a new International Federation of Teachers Unions, tied up with organized labor. So we have all of these different, conflicting groups that are at work.

Over the last three or four years, we have finally got that International Elementary Teachers Association in Europe, and the International Secondary Teachers in Europe, and WOTP, to agree to come together into a new organization known as the World Confederation of Education Associations. We have the blueprint drawn; we have adopted the proposed constitution with great difficulty. On the first day of August next, which will be the day after the last meeting of WOTP, the members of IFTA and FIPESO and WOTP are coming together in Copenhagen for a first meeting of the new organization. But we shall still have, on the outside, an international organization of trade unions, teachers trade unions; and we still have behind the Iron Curtain a Communist outfit, and which is going to exert every influence to keep us from getting together in Copenhagen four weeks hence.

You know, if the gods were up on Mount Olympus looking down, they would be having a big laugh at me under these present circumstances, because I have just been attending teachers associations in Europe. I met the English, the Irish, the Ulsterites, talked with the French and Italians, and lectured at the Sorbonne. I met with all these different groups, and do you know what they say about the NEA, and about me? You read it in the French teachers official journal. They say the teachers of America and the NEA are the agents of Wall Street, and the servants of American capitalistic imperialism. I lectured at the Sorbonne. They said, "This is a representative of the NEA which has a general on their Educational Policies Commission, the NEA that is not representing the interest of the people, but the interest of capitalism."

A man got up in my lecture in the Sorbonne, where I was speaking as a representative of the NEA. He questioned me about the Feinberg Law. Out on the streets you see the signs, "Americans should return to America." All over Rome were written little statements against the Americans.

In one of the associations, they introduced the Russian delegate. In another association where I made a talk—did any of you hear my talk at St. Louis two years ago? It was kind of an innocuous talk—you know that a man got up and said, “You Americans are war mongers; you are trying to drive the world to war”—that is what they thought I was saying in that particular talk.

You remember that fellow from New South Wales at Malta who presented the Communist line. After my being picketed, attacked as a representative of American capitalism and as the NEA representative, I walked into Detroit night before last, picked up a paper, and it said that the NEA is being attacked because of left wing attitudes. The gods must laugh; because if there is one organization in the world that has stood firm for democracy, that has stood strong against despotism in any form whatever it may be, whether it comes from these Communists or these Fascists, right down the line for the best interests of the American people, it has been the National Education Association of the United States! (Applause.)

When we go abroad and get attacked, we are proud to be attacked on that basis. I am glad to have those Communists picket me as I go from place to place and I am proud to be a member of the NEA. You know what is going to happen—these remarks I am making are going to be taken down and they will be mailed this evening to Communist representatives in France and Copenhagen, and you will see them in mimeographed form passed out before some of the meetings which will convene three or four weeks from now, again as evidence of the fact that I represent Wall Street, big business and against what they call the progressive teachers of the world.

They are malevolent—don’t think that because they are mild in appearance, because they claim a social point of view, because they are unselfish, that they are not against you. Read Whittaker Chambers’ book—not just the article in the *Saturday Evening Post*; read Elizabeth Bentley’s book, or Hedda Massey’s book—see what it is these Communists are. They are idealists, they are people who believe that the world is sick, people who believe that there is no way out of the impasse they are in except this wonderful Marxian theory of communism; and they, like missionaries, like religious zealots, will give up everything they have, give all their efforts to carry the day. They think that we, the teachers, and the teachers of the British Empire, the teachers of western Europe are their great enemies, and therefore they are going to beat us down and attack us wherever they can. That is the battle in which we are engaged.

This is my last report on WOTP to the NEA. This time I am definitely retiring from office. I have given five years—I think that is all that I ought to do. The American delegation is going to concentrate on Dr. Carr and see that as far as America is concerned, our candidate for high office in the future will be Dr. Carr.

It has been a great pleasure to me to work with Dr. Givens and Dr. Carr thru these five years. I think we have carried the movement toward

one united voice for the teachers, farther than it has ever been carried before, but I predict in five years time the progress up to now will seem little. I hope that in the Association under Dr. Carr, Dr. Givens and I can stand to one side and watch extraordinary progress in the ten years ahead.

THE WORLD TODAY

QUINCY HOWE

*Presented at the Second General Assembly of the Representative Assembly.
See p. 132.*

DURING the past two years I have joined your illustrious profession, leaving the marts of trade and commercial radio—except in the summer time, when I make a living at it—to spend nine months of the year in the most satisfying, exciting, exhausting and rewarding work that I have ever done, which is teaching, at the University of Illinois.

I have been asked to talk tonight about what is happening in the world today. The secret of survival, I think, in the world today is to be able to live in the present as if there was going to be a future.

That, perhaps, is not so hard for teachers as for some other people. We teachers have to believe in the future, or I don't suppose most of us would have become teachers in the first place. Yet, as the gentleman who delivered the benediction so well emphasized, something more than just zeal and energy are needed if you are to be a successful teacher or successful in many other lines of work.

I think today more than ever the teacher needs an act of faith to sustain that work. There is a small dedicated minority of teachers, people like Dr. Givens, here tonight, who don't need any advice from me or anybody else. They have a dedication and zeal that will carry them thru anything. You know the kind of teachers they are and often they don't hold high office; they are not executive secretaries, presidents and that of the NEA or anything else. Often they are the ones working year in and year out as primary- and secondary-school teachers all over the country. There are not too many of them, but they are the yeast that keeps the dough moving, active and alive.

Then, of course, there is another equally small—perhaps a smaller group—which is also beyond the reach of anything I can say. Those are the few apples that you find at the bottom of every barrel. But I am speaking tonight for the great majority and to the great majority of teachers who are neither these dedicated people, nor the rotten apples.

I am speaking for and to those who are trying, as it is an effort to do now, trying to maintain our faith, but always grappling with doubts; repeating, if we are trying to be religious, the religious text, "Lord, I believe; help Thou my unbelief."

I wanted to strike this opening note of faith because I think the need for faith underlies everything I am going to say tonight; the need for faith in the future of our country, the future of the world, faith in the work that

we do. Facts and logic have no meaning unless they rest on faith and then after you have worked over the facts and the logic, they must lead you back to that faith you had in the first place.

The trouble is that a realistic appraisal of the world today leads a good many of us to doubt, rather than to faith; and to fear, rather than to confidence. Right at the moment, the party conventions and presidential elections are top news, yet I suspect that the real issue is not whether Taft or Eisenhower is the Republican nominee, nor is it even the real issue whether the Republicans or the Democrats win the election. There is a bigger issue than that which is behind all this convention hubbub. It is the question of peace or war, it is the question of survival or destruction.

I am not going to discuss the personalities in Chicago or the issues of the campaign in this survey of the world today. That is controversial material and it is pretty familiar material to most of you. I would like to stress, instead, the main fact that I think all political leaders and all teachers have simply got to recognize and that is one of the facts that does not have much of anything to do with faith. It hits you in the face all the time, it hits you in the pocketbook most of all, and that is, foreign policy. It is now the major concern of all Americans. Three-quarters of the federal budget, which drains so much of our income in taxes visible and invisible, three-quarters of that budget is going into defense preparations, foreign aid, economic and military. We have also discovered during this past week that a presidential committee has come up with the finding that some time during the 40's, and more and more so as time goes on, our industries are using more and more materials that they have to import from abroad.

We are finding our own resources less and less capable of sustaining the high level of production on which our industries and our whole life have become dependent. We are economically dependent as we never were before on the rest of the world. In respect as to what may happen between ourselves and the Russians, the biggest fact in the world today is this condition of cold war as it is called, or hot war or a combination of the two. President Conant of Harvard spoke of it four years ago when he advised the freshman class in the fall of '48, that the tension in which they found the world existing as they entered college would be likely to continue for the next ten and perhaps the next twenty years.

He didn't foresee any prospect of immediate war, or any signs of early peace. Ultimate war may lie ahead, or ultimate coexistence, an agreement to disagree, a live and let live arrangement, but all that lies in the somewhat distant future. It is possible that an internal breakdown will occur; it may be on our side, it may be on the other side, and here I think the moral factor is going to count most of all; the beliefs, the fears, the hopes of not only the leaders, but of the people who form the rank and file of any country.

Our foreign policy is not determined by facts any more than our behavior as individual human beings is determined by facts. Our behavior as people and our behavior as nations is determined by what the people, the individual and the leaders believe certain facts mean. It is the interpretation that we put on those facts that counts.

A few years ago we didn't think that Korea was particularly important. Now, rightly or wrongly, we believe Korea is of great importance. We have seen that happen in our own time—you remember the time when it seemed a little bit fantastic to say that our frontier lay on the River Rhine—now the question is does the frontier lie on the Yalu River. That is the measure of the kind of change that has come about in our assumptions.

I am not saying those assumptions are right or wrong, but I am saying they are very widespread, and I think we know so much about our own assumptions that I don't need to dwell on those at great length. But it might be well to go into the Russian assumptions and the facts behind them because perhaps we are a little less familiar with those facts and assumptions.

We know little about Russia's historical and geographical facts. We don't stop to think that most of the great rivers in Russia run north into the ice-bound Arctic Ocean. Russia has no warm water ports. Russia for generations has had an ambition to have a warm water port. The Russians live in a huge, rich country, with great, natural resources and a great deal of empty land.

The history of Russia is a history of tyrannical rulers and systems; a history of people banding together sometimes in trade unions, sometimes in farming groups, sometimes in cooperatives; but they are scattered out over wide spaces. They do tend to herd together from time to time thru sheer necessity.

The Russians have been attacked a number of times from the west, where there are a few barriers. To the west lie peoples who have a higher degree of civilization and, more important yet, industrial development, whereas to the east, out toward Asia, the civilization is less developed and there the Russians have expanded, gone forward, taken over more backward people, extended their power all the way to the Pacific Ocean.

You have seen in Russia under the Czars, as well as today, a messianic type of religion; first, the eastern orthodox church, then the Pan Slavic movement which was as strong in pre-World War I Russia as Pan-Germanism ever was in Germany. For the Russians do belong, or believe they belong, to a new race that has come up rather recently in the world living close to the soil, somewhat as our American forefathers were 104 years ago.

On this new race, this Slavic race, this growing race of people in Eastern Europe, the Bolsheviks in their revolution imposed the doctrines, and religion you might say, of Marx and Lenin, and they have imposed that religion and nothing else for the past thirty years. As a result of that and the more recent experiences and disciplines of the Marxism-Leninism of the Communists, the Russians for the past thirty or more years have been told just a few things and they have not heard any other interpretation of the facts of history or religion or anything else. They have heard just a few things—that capitalism is doomed, war inevitable, revolution unavoidable.

Communism is promoting a new kind of perverted religion based on power and faith. I think you might find a parallel in the enthusiasm and fighting spirit that went into the original Islamic religion which was spread by fire and sword over such a large part of the world.

We will have a much better understanding of Stalin and all that he means if we would pause to study this perverted religion, a religion of this world, a cynical religion, a religion in which the end justifies the means and the end is here on earth. It has nothing to do with anything beyond the grave, and it has nothing to do with any spiritual aspirations which are native and natural to all human beings.

All of that has been forced into the service of the state and I think we are making a great mistake when we compare too much the tendencies of the Russian Communists with the tendencies of the German Nazis. We do this because we had certain bad experiences with Hitler and now we believe that Stalin is just another Hitler. It is a different thing, a much more subtle, complicated and far more dangerous thing than Hitler ever was.

Stalin has a huge army and according to his ideology plans to use that army mainly for defense and I see no reason to assume that he is planning to use it for any other purpose in the near future. But that is not to say that Stalin is on the defensive. The method by which the Communists carry the attack is from the inside, by revolution. They are working on our internal weaknesses and they are trying always to split the coalition of noncommunist countries—a somewhat uncertain, weak, fumbling coalition that nevertheless does exist.

Just as the Communists are working on our internal weaknesses, and on the weak ties between the United States and the other free countries, we should see that they are most vulnerable in precisely the same spot, that is, inside, in their own country. Moreover, the chief weakness on the Russian side may not lie inside the Soviet Union, but in the relationship between the Soviet Union and the satellites, just as our weakest point is not within our own country, but in our relations with the other nations whose support we must have if we are to remain free and independent.

We saw signs of internal weaknesses in Russia during the war when the Russian people hailed the Germans as their liberators until they found out differently. We saw it again when Russian troops marched into Eastern Europe and were amazed at the wealth and good living that existed even in these battle-torn cities they took over.

The result was when the soldiers came back to Russia, they were sent away to far-off places, and placards were pasted all over the country, "Don't believe what these soldiers tell you about the glories of capitalistic civilization."

The result of all these fears in Russia can be seen in the one-party state, which permits no criticism of any kind. Several million people are in the secret police, many more millions of people working at slave labor, not because it is efficient, but because they are politically unreliable. There is no permission for any Russian to travel abroad; no Russian is allowed to marry a foreigner. That is not a sign of great strength or confidence in the regime—but at the same time I do not think there is any great immediate chance of any internal change in the Russian setup—it is too firm, too tightly knit.

The chief danger of Russia, from the Communist point of view, lies elsewhere. We have already seen that danger appear in Yugoslavia, which broke completely away and I think we see tendencies of weakness and difficulty in Czechoslovakia and Rumania, where there have recently been purges of Communist leaders very close to the Kremlin and there is some question whether the native Communists in Czechoslovakia may be getting the upper hand to some slight extent.

Then you have Poland where they had to move in a Russian field marshal and put him in charge of the army. That is how much confidence the Russians have in their satellites.

Finally, there is the biggest question mark of all, China. I see no reason to believe that Mao Tse-tung will turn into a Tito, that China is going the way of Yugoslavia in the next few years, but 20 years from now it may be another story. China is still being shaken by the greatest revolution that ever happened on this planet—the revolution sweeping more than half the human race. Russia is now exploiting China, thru the Communist Party in China, and Russia hopes to exploit many other parts of Asia and even on into Africa in the same way. This revolution in Asia also plays a big part in our own affairs. It had a lot to do with all the excitement over the recall of General MacArthur, over the dispute on our policy in Europe, in Asia, in Korea, in Germany and the rest. This tremendous Asiatic revolution goes back to the time of Woodrow Wilson when he first held out the ideal of selfdetermination of nations. The process went on thru Gandhi, thru Sun Yat-sen, thru Mao Tse-tung in our own time, and it has caught up millions upon millions of illiterate, poor Asiatics, people who have lived for centuries close to starvation, half of them not surviving the first year of life; and those who do survive knowing only misery and illness, dying young, living no longer and no better than the people did in the days of the Roman Empire.

For centuries these people of Asia assumed that is the way life had to be, but with the development of Asia thru foreign influences, Christianity, imperialism, all sorts of things good and bad moved in on them. They began to get a little inkling that perhaps they did not always have to live this way and altho the illiterate masses have not been able to take any active part in all this, nevertheless the phrases of Wilson, the words of Gandhi, the slogans of Sun Yat-sen have penetrated their consciousness. More than that, the middle class has begun to amount to something; and among the sons and daughters of the few people of property, there is an element of leadership, sometimes of revolutionary leadership which may look to communism and always to nationalism, but which generally resents the foreigner of any kind, especially if there is any question of color involved in the situation.

Now, in China you have a poor, overcrowded country, with very little to lose by going to war. This is quite different from Russia which is, as I said before, an empty country, with much to lose from going to war. China with a great surplus population that cannot be put to work, supplies the manpower, and that can help Russia to make trouble; but China does not

possess the factories or the soil or the land or the resources that Russia might need or that we might or anyone might need. But the Chinese, with little to lose, might decide to go on the warpath, especially shaken as they are by the revolutionary forces which at the moment the Communists have gotten under their control.

Now, of course, the question comes to mind as we think of Korea, Iran, Indonesia, as we think of the French in Indo-China, the British in Malaya and the rest, can all these excitements and bloodshed in Asia set off the third World War? Perhaps it has already begun. There is no question about the explosiveness of Asia and from the point of view of the future historian as he comes to write the history of this time, his attention will be primarily directed toward India and China. Yet that does not mean that either Russia or ourselves would choose to make Asia the battleground.

Europe is the real stake as far as Russia and the United States are concerned; tho as far as the whole world is concerned, it may be another story. For Russia needs Germany and Western Europe. Russia will be no stronger today if she gets China, India and a whole lot of other areas in Asia which do not have the industrial power, the resources, the know-how that Germany and other parts of Europe have. China and the East do not have those things. They may eventually swamp us all in some remote future, but that is 'way off. I am thinking of the next 10, or 20 years; and during that time Europe will remain the key area in the world, as far as both the United States and Russia are concerned.

From our angle, I say Europe is of primary interest because it is richer and more productive than Asia. Europe is also more developed in an industrial sense. Europe is much nearer to us than Asia is, and we are much more vulnerable to attack from bases in Europe, because of the narrow width of the Atlantic Ocean. But most of all are the innumerable ties of blood, religion, tradition, family, language, culture, that bind us to Europe as we are not bound to Asia. Therefore to talk about there being any possible choice between Europe and Asia, I don't see how there could be any argument.

We are an extension of European civilization, not of Asiatic; and the Russians are now playing on the feelings of the West Europeans, on their fears of war, on their desire to be neutral, on their desire to be isolated.

Immediately after the end of World War II, the Russians hoped for a little while that they might instigate Communist revolutions in France and Italy, as they had done in some of the countries in Eastern Europe. Those hopes did not come off, partly because of the Marshall Plan. Maybe the Russians overreached themselves, but they are not doing that any longer. Now the Russians are trying to split those countries off from the United States and from the United Nations. That is their game at the present time and they will be quite satisfied if they can split up that coalition.

The importance of Europe compels us, therefore, to look at a lot of problems, including Korea, from the European point of view. We have to allow for what these people in Europe feel and fear and believe. Again, it is not the facts, it is what the people believe to be the facts that counts. The

people of Europe have, in my opinion, a very false idea of some of our war-mongering tendencies, and of our supposed desire to extend war in Asia. I think those ideas are false; nevertheless, they are widely held, 'way beyond the limits of Communist Party members or even fellow travelers.

Never forget that the Russians are going to exploit those ideas. Never forget that there is a certain strength in weakness. The very weakness of Europe, its vulnerability to attack, to absorption, to collapse from the inside, makes it imperative for us to keep our eyes fixed more on what is happening there than on what is happening in Asia.

Even Senator Taft has come out very strongly in favor of trying to break all the satellite countries loose from Russia and to push communism back to the border of Russia, with no ground troops and less money. Yet isn't it curious that Senator Taft and many others cannot see while they talk of how important and necessary it is for us to split the Russian satellites off, they don't seem to see that the Russians are looking at us in the same way and it is as important for us to hold the countries of Western Europe to our side as it is for the Russians to hold those east European countries on their side?

I think the reason why the Russians have not marched, have not overrun Western Europe, as some people said they would, is that fear is strong in the Kremlin. The Kremlin is fearful of the difficulties they might run into with their satellites if the Red Army did march.

We cannot assume that the Russians may not attack. We cannot assume they may not miscalculate, as I think they did when they ordered the North Korean armies to march on South Korea. Or new leaders might force the pace if there were some change in the Russian setup.

What about a new administration here? Are we due for some change after next January, even if there should be another Democrat in? I don't think it will be a very great change no matter what happens, because we have to go on arming ourselves. The idea of European unity has also made an enormous appeal to all Americans. There is agreement on that in both parties; there is agreement that Germany is the key to Europe; that it is imperative to keep West Germany, the Ruhr, and the valuable industrial centers on our side. The question is how to promote unification in Europe and how to hold what we have in Germany.

Since I am getting close to politics I am going to shift to the matter of education and now don't blame me for what you are going to hear; blame your executive secretary, Willard E. Givens, because he urged me to stress in what I say tonight what the elementary- and secondary-school teachers can do in this situation, and what others of us can do in our classrooms to make college students have a better understanding of our situation.

Whether Dr. Givens knew it or not, he could not have urged a more congenial assignment upon me. I have spent the last eight years on what I consider the major effort of my life which is to write a three-volume *World History of Our Own Times*. One volume has appeared, and I am trying to project in this series what I think more and more teachers are going to come to see is necessary.

Now, many of you have courses in current affairs, contemporary affairs, current history. You teach American history, European history, ancient history. I think there is a new period that demands attention. It has not been separated and treated as a separate entity, in a new way, as I think it has to be. I refer to world history as a total subject, including not only politics but science, religion, literature, and folkways during this past half century.

I was particularly struck, when I faced the new student generation who already look on World War II the way I look on World War I, as something they saw the end of, and as something in the past. Roosevelt has been dead for seven years and to many younger students he seems as dead as Theodore Roosevelt or Woodrow Wilson do to me.

In the early years of our century, in which all of us over 40 were brought up, we got some of the values of a time that seems as far away from us today as the age of Pericles. Moreover, about as much happened between 1900 and today as happened between the age of Pericles and 1900.

Most of us were brought up in a faith of some kind or other. Perhaps we didn't hold to that faith, but we held to the forms that went with it and we brought up our children in those forms, but the content was not always there. Now that our children are growing up, what are they going to believe? Students need to know that during these past 50 years we have seen history of mass revolts, of mass movements, of mass mechanization, and communication.

Because we are so much at the mercy of things, we tend to overemphasize great personalities. Nevertheless we have lived in a time of great personalities, of world messiahs who offer complete salvation in the here and now—Wilson, Lenin, Sun Yat-sen, Gandhi, Stalin, Roosevelt—all those men in different ways have offered universal salvation.

Now, this revolt, this revolution that we have been living thru, is not just confined to politics. We see it in literature, hear it in music, see it in painting, science, religion, economics and perhaps above all, in philosophy. Henry Adams back at the turn of the century worked out a theory that history proceeded in a series of accelerating phases. There would be one period of 5000 years, the next of 500 years, the next 50 years, the next five years, and so on. Then there came Spengler with his theory of 1000-year periods and, more recently, Toynbee and his theory.

We look to all these men because we live in a time when the whole problem of living is just too much for us. Our family life, our work, our daily lives, our social activities, our religious aspirations, all of these things show this same pattern of confusion, as we seek some way out, some explanation.

Yet I think Americans of all people have the least reason to fear and the most reason to hope. Our problem is to adjust ourselves to a time of very rapid change. We have grown rapidly and at accelerating speed. The question is, how are we going to use this sudden increase in our power. Of course, we arouse suspicions abroad—the most powerful na-

tion in the world always is suspect. That does not mean that it is hated, but it is looked upon with a certain suspicion, as Britain was for 100 years or more. Now we have suddenly had this role thrust upon us, and we have not been trained to it, as other nations that exercised world leadership were trained.

If we have any special peculiarities as a nation, it is a tendency to go to extremes. We did it in prohibition, and in our attitude toward labor relations. We are impatient and that is perhaps not always a good way to be when you are dealing with a world as big and as complicated and as stubborn as the world we are living in today.

It is imperative that we must appear to the world and to ourselves as confident and hopeful. We must also appear confident and hopeful to our children and our students. That is why I say, live in the present as if there was going to be a future. Today shapes tomorrow but remember also that yesterday shaped today. That is why I say the keystone to the understanding of the near future lies in a better grasp of our recent past.

THE PRESENT EDUCATIONAL EMERGENCY

MRS. NEWTON P. LEONARD

Presented at the Fourth Business Session, Representative Assembly. See page 156.

I AM happy that your President gave me the proper place in which I live. My friends in Rhode Island were a little concerned that I was labeled Chicago, Illinois. I assured them that that was the Congress headquarters in Chicago, Illinois, and I was still loyal to Rhode Island.

But frankly, I am loyal to all teachers and parents of our great land.

Before I begin this formal speech which I have been requested to give to you, I do want to say, informally, how much I have appreciated this opportunity to be with you, both last week in Kalamazoo and this week here.

I have been looking forward to being with you today, you who are responsible for the formal education of America's youth and children. In the time that we have together, I should like to think with you about four ideas that seem to me of special importance to all of us.

First, I would like to talk about enlarging the horizon of cooperation between teachers and laymen. Broad as the existing horizon may be, it is still not as sweeping as thoughtful parents and teachers wish it were. Our aim, and I shall state it simply, is a PTA in every school—and a PTA that is an integral part of the school program.

Why do we want this? We want a PTA in every school because the needs of parents, the needs of teachers, and the needs of children have been from the first the deep concern of the PTA. We know beyond the shadow of a doubt that the PTA offers the most natural opportunity for parents and teachers to come together. Moreover, they come together with the most natural and strongest purpose in the world: to build the kind of close and understanding relationship that best serves children and youth.

It will interest you to know that our total membership today has reached a new high—more than 7 million. Incidentally that is more people than there are in all of Sweden. What a tremendous and overwhelming power for good 7 million people can be.

I need not remind you that our cherished system of public education has been, and unfortunately still is, under attack. I am not primarily concerned at this time with *constructive* critics and *constructive* criticism. Such criticism is always welcome, and we must use it well. It is senseless, *destructive* criticism that we cannot discount and ignore. The best antidote we know against it is community support for our schools—community support so strong that our schools will have the public strength they need to function effectively and to give our children the advantages of sound educational philosophy and the purposes and programs that grow out of it.

The PTA is in a particularly strategic position to enlist community support for the schools because every facet of community life is represented in our organization. Recognizing no artificial barriers, our membership includes men and women from every occupation, every profession, every social and economic group as well as every color and creed. Whenever the need arises, an alert PTA can become the nucleus of a community move to uphold the schools, to strengthen confidence in them and favorable convictions about them.

The PTA is no mere passing acquaintance of the public schools. On the contrary, our cooperative relationship has been operating for more than 50 years. And for more than 50 years too the PTA has been the ally of the public school. For years it was the only organization permitted by law to meet in the public school, and for years it has striven to overcome such obstacles as inequality of educational opportunity, inadequate school buildings, low teachers salaries, and public indifference. The aim of the PTA and of the public schools of our land is the same—to give children and youth the kind of education that trains the mind, enlarges the vision, and expands spiritual horizons.

If we have not met with success in every field, neither have we failed. The world wars and their aftermath have set new obstacles in our way and made it necessary for us to tear down some of the old ones we hoped we would never face again. But it is the old story of eternal vigilance, and added to it we have a new story, that of the present educational emergency. It is this emergency that I now want to discuss with you briefly, with emphasis on a few constructive activities for meeting it.

Every citizen who cares about his children and his country must make it his business to know what is happening in our schools and to our schools, and knowing, to do whatever needs to be done. Are the buildings adequate? If not, how can we go about making them so? Do we need to rally support for a bond issue? Is public opinion favorable to our schools? If not, what more can we do to win public confidence? Do citizens understand the goals of a school in step with modern needs? If not, how can we better interpret the work of the school to the community? This question I shall discuss in

greater detail a little later on. And what of teaching services? Are they adequate for our soaring enrolments? Thorny problems? Yes, every one of them, but if we use the resources and the knowledge we have, there is no reason why we cannot tackle each one of them and solve it satisfactorily.

The problem of teacher supply and demand is particularly acute today. What we need as never before is to clarify our understanding of the impact of this crisis. Children are flocking into our schools in great numbers, and we know that the supply of teachers is not keeping pace with pupil population. Here is one problem we can't put aside, for it is a problem that won't keep. Children won't wait. They grow whether we have enough teachers or not. But what kind of growth can we expect in overcrowded classrooms in classes taught by poorly prepared teachers?

There is no easy answer to the problem of manning our classrooms. Teachers continue to leave the profession, and it is far from easy to attract our most capable young men and women to the teaching field.

The PTA has fought and will continue to fight to secure for the teaching profession the recognition it merits in terms of salaries and tenure. It will continue to work for pupil loads that are not a burden to the teacher. And it will continue to stress the need for free time in each teacher's day. Teachers' energies need to be conserved and not dissipated in a flurry of extracurricular activities, worthwhile tho they may be. Those of us who are responsible for one or two children certainly have compassion for the teacher who is expected to give individual attention to forty or more.

The shortage of qualified teachers is a problem of the highest priority. The most hostile critics of the schools cannot deny the nobility of the teaching profession. For the teacher, together with parents, is the guardian of all the human values we hold dear. Children taught by substandard teachers are being cheated not only of essential mental stimulation and mental growth, but of the example of human excellence every child needs if he is to become a happy, useful citizen.

Make no mistake about it. How well we meet this teacher shortage will have farreaching results. Americans have been thrust into a role of world leadership. To play that role effectively our children must be given the finest possible education, an education they cannot receive without the finest possible teachers. It is not too much to say, then, that the welfare of America depends on how well we solve the problem of teacher supply and demand.

We now come to my last point—better technics for creating strong sympathetic public opinion. Fortunately the teaching profession itself has been devoting a good deal of time and study to developing better technics for creating favorable public opinion. Many fine suggestions are to be found in the excellent publication, *It Starts in the Classroom*, released by the NEA's National School Public Relations Association.

The PTA has been called "the strongest link between home and school" and rightly so, and we shall continue to do all within our power to, give parents the information and the foresight fully to appreciate the immeasur-

able value of our schools and to determine how they can best work with them. The Twenty-Eighth Yearbook of the American Association of School Administrators, entitled *Public Relations for America's Schools*, underlines this role of the PTA. "The one common interest which its members hold," says the Yearbook, "is the welfare of the children of the particular school or community. Parent-teacher associations, therefore, should see more clearly than most other groups the educational problems and concerns which need consideration."

I have been talking primarily from the view of the parent members of our organization. But ours is an organization of parents and teachers, and both are equally important. I urge our teacher members to play an ever more active role in PTA affairs. Without the full understanding and free co-operation of teachers and other school personnel the goal I mentioned at the beginning—a PTA in every school—cannot be reached. Together parents and teachers cannot fail to achieve this goal or to create the public opinion our schools need to fulfill the expectations we hold for them. And here I want to remind our teacher members that all the resources of the National Congress, (and they are many), are available to you to help bolster the kind of public relations on which the effective functioning of our schools depends.

Let us stop for a moment to ask ourselves this question: What is the attitude of the public doing to the profession itself? and to remind ourselves that teachers must never lower their own standards. Theirs is a professional obligation to uphold those standards, whatever the pressures against them. But even as they strive for better working conditions, they must remember that they have a unique privilege. Day by day they are molding a new generation.

We in the PTA would be the first to acknowledge the handicaps under which schools labor, handicaps that often severely limit their achievements. Even the wisest and the most sensitive of teachers may find her work blocked or at least hampered in the face of outside influences that often conflict with, and sometimes counteract, the work of the schools. Even the wisest teacher may be discouraged when the expectations of the school and the expectations of the home conflict. But the greater the odds against wholesome growth and development, the more crucial the teacher's work becomes.

The task of helping children toward mature, well educated adulthood has always counted for much. It still does. The instant we cease to believe that what we do at home or in school counts, that instant we are inviting tidal waves of defeat to sweep over and engulf us.

And now a final thought on public opinion and personal responsibility. It is not always easy to act on our convictions. When pressures are great it is a temptation to take the easy road of compromise and to lay at the door of opinion the responsibility for those actions of ours that do not arise from our own convictions. The responsibility for what we ourselves do cannot honestly be shifted to other shoulders. In a democracy the individual

makes his own decisions and takes personal responsibility for them. Those of us who are daily guiding children to make wise choices might well ponder this truth.

Parents and teachers are in the happy position of being able to combine their responsibilities and thus add to their collective strength. It has been my privilege to serve in the National Congress of Parents and Teachers for many years, and in all those years my own conviction, one that has never wavered, is that parents and teachers, working together, can achieve the highest aims they are able to set for themselves. We represent too large a segment of our population, we have too much at stake, our ideals are too righteous, our motives too pure for us not to be listened to when we speak. Our main job, then, is to speak more distinctly, perhaps more eloquently, and certainly more forcefully on behalf of the children and youth who will inherit tomorrow's world.

GREETINGS FROM THE AMERICAN LEGION

DON WILSON, NATIONAL COMMANDER, AMERICAN LEGION,
NATIONAL HEADQUARTERS, INDIANAPOLIS, INDIANA

Presented at the Second Business Session of the Representative Assembly. See p. 119.

I FEAR that in speaking before a group of teachers and as one who has had some training under them, I must first of all extend my apologies for the lateness or the tardiness of my arrival. I have not had much success in the past in giving excuses for tardiness; however, I have never had an excuse quite as good as the one that I have this morning. Yesterday afternoon I was in San Juan, Puerto Rico—and I understand that we have a Puerto Rican delegation here. I bring to you greetings from Puerto Rico and from their Governor, who asked particularly that I convey his respects and his regards to you. (Applause.)

I also have another excuse which consists of a rather unusual experience that I had in Puerto Rico. The Tourist Bureau there was gracious enough to arrange a fishing expedition for me and in some way or other, they arranged for me to hook on to a 100-pound marlin that was 7 feet 9½ inches long. For about 42 minutes it was a question whether I would land the marlin or he would land me! (Laughter.) I paid him the courtesy, however, of arranging for him to be mounted. I dare say that was a greater courtesy than he would have showed me had he been the victor.

And then, too, as one who has had some experience in the various classrooms that you preside over and as one who is deeply indebted to you for whatever capacity for language I might have, I am reminded of a story which I heard concerning two Indians in New Mexico who were speaking the language of the smoke signals. One of them was on one mountain peak and the other on the other peak; they were having quite a conversation with each other when one of them got off a particularly good remark, I am told, and the other fellow was planning a devastating retort. He was

working with his blanket over his little fire, trying to get up a lot of smoke so that this retort would be just perfect.

It so happened that in between the two Indians was the atomic proving ground. Just about the time this second Indian was ready to give his reply, an atomic blast was set off, and of course, the concussion from the blast rocked the Indian back on his heels and away from his fire. He stumbled momentarily and as he regained consciousness, he looked up and saw this tremendous mushroom. He stared at it for a moment and he said, "Gee! I wish I had said that!" (Laughter and applause.)

Well, you know whenever we talk of an atomic proving ground, we begin to get into a serious area of discussion and I am tempted to ask, what does the future hold for the United States of America? That is a question which is frequently asked by many divergent groups in our land. Of course, nobody can exactly portray the future, but I suspect that this group of delegates and those whom they represent can more accurately gauge the future of this country than any other group now existing on the American scene. As some of the teachers of America's leaders and citizens of the future, you are now helping to mold this country's future, whatever it may be.

Into what mold are you casting it? That should always be your constant and selfsearching question. You cannot accurately and properly answer that question unless you first make some realistic analysis of the problems with which this country is now faced and will continue to be faced during this perilous era.

If you misjudge the vital nature of the challenge to our way of life, and the requirements which our people must possess to meet it, it is conceivable that you can now sow the seeds of our own dissolution. It is a grave and awe-inspiring share of responsibility which you bear and I earnestly pray that you will be the beneficiaries of God's guidance in discharging it.

I would remind you that you are educating a people for survival or destruction. You are educating them to be free or to be enslaved. You are not the sole educators in this land. Joining with you are the educators in the homes and the churches thruout this nation. It is perhaps fortunate that you do not have to carry the entire responsibility alone and cannot and dare not arrogate that power to yourselves.

We live in an era in which two great ideological and material forces are locked in deadly and decisive combat.

One of these forces is represented by the Soviet Union whose leaders have pledged themselves to the domination of all the world. The past 33 years of diplomatic history is strewn with the enslavement of peoples who have made the mistake of underestimating Russia's determined and brutal pursuit of that objective by whatever means might present themselves and without regard to fundamental, moral, ethical, or religious values.

The other great force in this cataclysmic engagement is represented by the United States of America, founded upon a belief in God and in His endowment of His creatures with certain inalienable rights, dedicated to resistance of tyranny and perpetuated under a government which was

conceived to be of limited powers existing only to serve and never to master the people.

Do you fully understand the mortal character of this conflict? Are you prepared to educate so as to give us the maximum strength to win the battle? That is your problem, shared by the educators in the home and in the churches of this great land. I address the same questions and the same challenges to them and to myself as one of them.

Do not make the mistake of believing that there is an easy way out. Do not make the mistake of believing that there is an area for negotiation, compromise and agreement. The futility of those hopes has frequently been demonstrated. The enemy has negotiated to gain time within which to build strength. The enemy has compromised, only to gain a greater advantage. The enemy has agreed, only to induce a false sense of security followed by a violative counterstroke which serves to enhance Russia's power and prestige and embarrass, humiliate and weaken her opponents who tremble at the very mention of the awesomeness of the challenge posed by the violation of the agreement, whatever it may be.

I wish I could speak otherwise, but the facts of international tension unfortunately will not permit it. We are bluntly faced with the necessity of creating overwhelming power—ideological, material and military power.

Therefore, I implore you to teach more earnestly and comprehensively than ever before. Give us citizens firmly and enthusiastically indoctrinated with the fundamental virtues of American governmental principles and ideals. Give us citizens with minds broadened and sharpened by a thorough knowledge of basic subjects. Give us men of science who can forge ahead in the uncovering of God's mysteries. Give us citizens with a sense of the role of discipline in everyday living with each other in all phases of life—economic, social and governmental. Give us men of vision, manliness and courage. Give us men with faith in America and its future greatness. Give us men with the courage to stand fast and pledge to that great future their lives, their fortunes and their sacred honor.

Is that too much to ask? Of course, it's a tremendous undertaking. It will take thought and effort, sincerity, devotion and patriotism if it is to be realized.

I know you are equal to the challenge, and I express my confidence in you.

If there be any who hold a contrary view, I would remind them that already young men—your former students—are fighting and dying in the military phase of this irreconcilable conflict which erupted into open war in Korea. I would ask those who hold a contrary view to look behind the figures of the casualty lists and see individuals; see not numbers but young men who have suffered and died that you might have time to discharge your great responsibilities, and create such overwhelming ideological dedication and material strength behind God's gift of dignity to man that none will dare challenge or oppose it.

While I was in Puerto Rico I had the opportunity of visiting in some of the hospitals and saw some of the young men recently back from

Korea. I saw their shattered bodies. I saw the X-rays that revealed how shattered they were. I saw the spirit of hope still living on their faces. There was so much of life they would like to live. Death on the field of battle is never easy. Life on the field of battle when others of one's friends and comrade-in-arms are dying is not pleasant.

So long, however, as you and I have called upon men to live and die on those fields of battle, let us, at least, in our way, be true to them by humbly devoting ourselves to the principles for which we asked them to make such horrible sacrifices. Let us more firmly resolve to guarantee inviolate justice, freedom and democracy and the blessings that come with them conferred upon all those who, in God's wisdom, are permitted to live free of the powers of darkness. That is the least that you and I can do. That is what we must devote our unceasing efforts to achieve. I am one of those who believes in the basic goodness of America and Americans. I am one who believes in the great possibility that you possess to make a wonderful, a substantial and a decisive contribution to this struggle in which we find ourselves during these critical and in many respects completely overwhelming times.

I would not feel satisfied if I were to close without, after having expressed my thanks to Mr. Miller and to all of you for your graciousness, commending to you one further thought: The problems that we face are indeed great, as I have described. We are dedicated to the solution of those problems but they may be perhaps greater than we as mere mortals can solve, so I ask you to take into your hearts and your minds the possibility of humbling yourselves before the God that we all worship and to ask Him for His strength and for His guidance that we may have the courage that we need to face the problems and make the decisions which their solutions call for.

RELATIONSHIPS BETWEEN PUERTO RICO AND THE UNITED STATES

VIRGILIO BRUNET, PRESIDENT, PUERTO RICO TEACHERS ASSOCIATION

Presented at the Fifth Business Session of the Representative Assembly. See p. 177.

IT IS a very great pleasure and a very high honor to have this opportunity to speak to you about the relationships between the United States and Puerto Rico on this grand occasion, the Fourth of July, which is endeared to all citizens of the United States and particularly to the American citizens of the newly created Commonwealth of Puerto Rico. I am deeply grateful for this opportunity.

The island of Puerto Rico, the smallest of the Greater Antilles, was discovered by Columbus on his second voyage in 1493. It is larger than Rhode Island and smaller than Connecticut, but its population exceeds Connecticut's by 225,000.

Long before Ponce de Leon discovered Florida, he had been the first governor of Puerto Rico.

Puerto Rico was a colony of Spain for almost 400 years. In 1898, after the Spanish-American War, Puerto Rico was ceded to the United States. At that time, Puerto Rico was already a province of Spain. Spain had granted local autonomy to the island. Puerto Rico had representation in the Spanish Parliament with full rights of debate and vote.

The United States Army occupied Puerto Rico in 1898 and remained in control until 1900 when Congress passed the Foraker Act, designed temporarily to provide revenues and a civil government for Puerto Rico. This act gave us a form of government in fact less liberal than that of the Spanish Charter of Autonomy.

In 1917 an important change took place. The Jones Act liberalized our form of government. An elected legislature composed of a senate and a house of representatives was provided for. Puerto Ricans were made United States citizens, but still this did not make Puerto Rico an incorporated territory. As declared by the United States Supreme Court, Puerto Rico belonged to, but did not form a part of the United States of America. Under this Jones Act and thru a wellorganized public-school system, entrusted with the tremendous job of educating half a million children in both languages, English and Spanish, Puerto Rico developed into a progressive society, deeply attached to the principles of democracy.

At the request of the people of Puerto Rico, Congress passed in 1950, Public Law No. 600, offering the island the opportunity to draft its own constitution. The people of Puerto Rico accepted the terms of this offer in a referendum and, afterwards, elected the delegates to a constitutional convention. A constitution was drafted by the convention and approved in a second referendum by the people of Puerto Rico. It has just been ratified by Congress. At this precise moment Puerto Ricans are joyously celebrating the birth of our Commonwealth of Puerto Rico at the same time they are celebrating the anniversary of the independence of the United States of America.

Under this new form of government, is Puerto Rico an incorporated territory like Hawaii or Alaska? No. Is it a new state of the Union like New Mexico or Arizona? Certainly not. Is it an independent republic like Cuba or the Philippine Islands? No. Then, what is it? We are the Commonwealth of Puerto Rico, more similar to a state of the Union than to any of its incorporated territories.

We resemble a state in the following respects:

1. We have drafted our own constitution and it has been ratified by Congress. Future amendments to the constitution need not be ratified by Congress.
2. Our local constitution has to conform to the Federal Constitution.
3. The local constitution provides for local government while the Federal Constitution provides for the national government.

4. The government is republican in form. Its three branches function under the doctrine of checks and balances.
5. The legislature is autonomous in all local matters.
6. We are citizens of the Commonwealth of Puerto Rico and, at the same time, citizens of the United States. All you need to become a citizen of our Commonwealth is to reside in Puerto Rico for at least one year.
7. We can freely move into any state of the Union or into any incorporated territory and there, after complying with the legal requirements, we are entitled to vote and to hold office like any citizen of one of the forty-eight states.
8. Our citizens enjoy the same rights, privileges and immunities as the citizens of the 48 states.
9. There is a bill of rights in our constitution.
10. Laws passed by Congress are applicable to Puerto Rico unless it is expressly stated otherwise.
11. As citizens, our greatest privilege is to vote. In our form of government, the state is the servant of the people. When we are not satisfied with those elected to administer the state, the people simply exercise their franchise and vote to change them.

There is just one difference between our Commonwealth of Puerto Rico and that of Massachusetts or Pennsylvania. We do not have representation in Congress but only a resident commissioner who sits in the House of Representatives of the United States without the right to vote. Neither do we vote for the President and the Vicepresident of the United States.

To balance this big disadvantage and to help us develop our poor agrarian economy we do not have to help defray the expenses of the United States government. We sometimes hear people say that the taxpayers of the United States should not be burdened with the expenses of the Puerto Rican government. This statement is based on a false premise. The United States taxpayer does not contribute to the support of our government. Of course, it is true that the money spent by the army and navy and other federal agencies established in Puerto Rico, as well as the grants-in-aid, are paid out of the federal treasury. But all the expenses of our local government are paid by the Puerto Rican taxpayers.

We have a profound and deep-rooted democracy. The record shows that while in the presidential campaign of 1948 in the United States only a little over 51% of the voters went to the polls, in Puerto Rico over 65% of the voters participated in a referendum held June 4, 1951 for the acceptance or rejection of the opportunity to frame our own constitution. In regular elections more than three-fourths of the qualified voters ordinarily exercise their right to vote.

The Commonwealth of Puerto Rico has been politically organized on a

full democratic basis and with a unique and dignified relationship to the United States of America.

The Commonwealth of Puerto Rico is politically linked to the United States by the bonds of a common citizenship and by the compact embodied, not in the Federal Constitution as occurs with the forty-eight states, but in the Puerto Rican Federal Relations Act, passed by Congress and accepted by the people of Puerto Rico in the form of a compact.

On the economic side, Puerto Rico has been incorporated into the American tariff system providing customs-free movement of goods between the United States and the island. On the cultural and professional side we are closely tied to the mainland by strong bonds of friendship and mutual understanding.

As expressed by the U. S. Circuit Court of Appeals for the First Circuit in a case decided on March 10, 1950: "There is no reason to suppose that the evolutionary process is now at an end. Certainly nothing in the development to date would preclude the possibility of ultimate statehood. On the other hand, perhaps Puerto Rico will eventually achieve some unique status under the American flag more satisfactory to its people than statehood."

To the Puerto Ricans no statement could be clearer than this.

The time may come, and I fervently hope it will be soon, when this newly created Commonwealth of Puerto Rico will be able to contribute to support the heavy burdens of this United States of ours. Spiritually and morally we have shared, and forever will continue to share, the burdens of our nation. As a friend of mine wrote to Senator Ernest W. McFarland in a letter asking for the ratification of our constitution by Congress, "We turn the dial on the radio and we hear the news blared that another attack has taken place somewhere on the Korean battle front. A new attack, hundreds of boys wounded and killed, many of them Puerto Ricans who are brilliantly and bravely fighting under the broad stripes and bright stars, giving their lives to defeat communism and to forward democracy in a world of justice and decency for all."

With the creation of this new state called the Commonwealth of Puerto Rico, the prestige of the United States as a champion of democracy has been greatly enhanced thruout Latin America and all over the world.

God bless this United States to whom we have pledged our loyalty and this new Commonwealth of Puerto Rico brought into existence on this Fourth of July so endeared to all of us.

PUBLIC AND PRIVATE EDUCATION

AGNES E. MEYER, CIVIC LEADER, AUTHOR, LECTURER, WASHINGTON, D. C.

Address delivered before the Annual Convention of the National Education Association, at Detroit, Michigan, Thursday, July 3rd, 1952

IT GIVES me a deep sense of pride and gratitude that you have invited me, a layman, to address this body of highly experienced public school ad-

ministrators and teachers. But you have asked me to address you on a subject in which the laity must come to the assistance of the professional educator, namely, in the defense of the public-school system against the private-school interests that seek a share of its all-too-meagre tax support. This is a very old conflict in American life of which E. P. Cubberley says: "Excepting the battle for the abolition of slavery, perhaps no question has ever been before the American people for settlement which caused so much feeling or aroused such bitter antagonisms."

It is of prime importance that the violence and vituperation which accompanied the conflict of our early days should not be repeated. Our embattled democracy seeks unity of thought and action as its chief defense against a powerful foe. But the unity we seek cannot come about thru evasion of the issues. It can come about only in the highly emotional field of sectarian controversy, if we analyze the reasons for the present tensions and try to alleviate them thru understanding and intelligent solutions.

This was exactly what President Conant tried to do when he made his speech in Boston in defense of the public-school system and pointed out the danger to its development in the present extension of private education. As a true American Dr. Conant does not deny the right of voluntary effort which is the basis of democracy, in any field of endeavor, least of all that of education. He has been wrongly interpreted as saying that private education should not be tolerated. He said nothing of the kind.

On the contrary, he grants both the legal and the moral right of private groups to organize their own schools under certain conditions. He demands, however, that those who favor private education be forthright in their position; that they refrain from undermining confidence in public education as one means of promoting private education. He also warned that "the greater the proportion of our youth who attend independent schools, the greater the threat to our democratic unity. Therefore," he concluded, "to use the taxpayer's money to assist such a move is, to me, to suggest that American society use its own hands to destroy itself." He objected not to private education but to the use of public funds for its support because it would weaken and eventually destroy our public school system.

Why should this speech have met with such a furor of indignation? Chiefly because the clerical politicians are taking advantage of the mental confusion of our postwar era to regain their ancient privilege of controlling education. In 1900 when the country was in a saner mood President Theodore Roosevelt made a far more devastating attack on such sectarian pretensions with complete approval when he said: "We could suffer no national calamity more farreaching in its effects than would be implied in the abandonment of our system of nonsectarian schools; *and it is a very unfortunate thing for any man, or any body of men, to be identified with opposition thereto*—it is not really a question of sects at all; it is merely an illustration of the survival or importation here of the utterly un-Amer-

ican and thoroly Old World idea of the subordination of the laymen to the priest. Our public schools are here to stay." This statement by Theodore Roosevelt is a truly American point of view spoken by a fearless American president.

Yet today far too many people have forgotten the origin and the profound importance of secularism in our public educational system. The Declaration of Independence proclaimed that "all men are endowed by their Creator with certain inalienable rights" and that "to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed." The new Constitution, with its extension of the right to vote to a greatly increased number of male citizens, had carried this theory of the Declaration of Independence into practice. When manhood suffrage became a reality in 1830, these new civic beliefs created a new civic motive for education which grew steadily in importance until it entirely superseded the sectarian motive. It was this civic motive which gave the real driving force to the battle against ecclesiastical domination of our schools, and to the rapid expansion of the secular public-school system. As the emphasis gradually shifted from the sectarian motive to the high responsibilities of a democratic society for a literate citizenry, a new, wider and highly patriotic circle of advocates of public education arose. Thus the people who now defend the public schools against sectarian encroachments are walking in the footsteps of numerous honorable forebears who understood that secular education is grounded ultimately on the assumption that men are bound together by the interests they have in common and the ethical ideals they share and are separated by the differences which each believes to be grounded in ultimate and absolutist sanctions. Let no one degrade this deeply American principle of secular education with the false accusation that it lacks moral influence and spiritual power. They do so at the peril of destroying the most profound impulse of American life. The uses of our public education to keep this nation united and free is a heavy responsibility no less spiritual, no less religious and more farreaching in its effects since it touches our whole population than the mission of the competitive churches. Public education is called "godless," immoral and secularistic in a derogatory sense only by people incapable of understanding its noble purposes.

When Horace Mann just before the middle of the last century finally achieved the secularization of our schools, the cry was raised for the first time: "The schools are godless." The people who raised it are exactly the same type of persons who do so today, the reactionary clergy who resented their loss of political power and the well-to-do who patronize private schools and don't want their taxes raised. It will sound familiar to you when I quote the Reverend Mr. Smith who attacked the patient and heroic Horace Mann by claiming that "the increase in intemperance, crime and juvenile depravity is due to the godless schools." Mann pointed out calmly that any attempt on the part of the competitive sects to invade the schools would mean their ruin. Cubberley in summing up the conflict

states: "The secularization of education must not be regarded as a deliberate or wanton violation of the rights of the church, but rather as an unavoidable incident connected with the coming to selfconsciousness of a great people." Adherence to the democratic faith that common values are not exclusively grounded in religion is not to oppose religion. It is to recognize that God in His infinite wisdom knew better than to place the moral and spiritual development of the human race in the hands of any parochial faction. Until all Americans come to see what our ancestors clearly understood that the common virtues and the democratic principles of living that bind us together are rooted in something more humane and fundamental than the theologies which divide mankind, they will remain easy victims to clerical attacks upon public secular education.

My friends, let us not forget in this critical period that we never would have had our superb nonsectarian public-school system if the reactionary clergy and the moneyed private-school interests had had their way. "How we ever could have erected a common public-school system on a religious basis" says Cubberley, "with the many religious sects among us, it is impossible to conceive. Instead, we should have had a series of feeble, jealous, antagonistic and utterly inefficient church school systems, confined chiefly to elementary education and each largely intent on teaching its different church doctrines and struggling for an increasing share of the public funds."

In speaking to you today I shall endeavor to make clear that this problem of a dual school system, even tho the private schools enrol only 10% of American children, is already profoundly influencing almost every important problem that confronts schoolteachers, school administrators and layman interested in improving and extending the public schools.

In considering the request for tax support of private and parochial education we must distinguish between the two.

Private education is also a varied subject. We have had both the most liberal and the most reactionary influences manifested in private schools. Progressive education received its first impetus in private experimental schools. It would be a great loss to the country if constructive voluntary educational efforts should ever be restricted. But these progressive private schools are not as a rule the ones that seek public funds. It is the expensive, class-conscious private school of sectarian or nonsectarian character that demands public support on the theory that it educates an elite and that democracy needs the leadership of an elite today more than ever before. This has been of course the same argument raised by the private school interests thruout our history. It rests upon the belief that there should be one kind of education for the classes and another for the masses.

Before taking up the arguments of this group, let me repeat that nobody has denied their right to exist. In fact the good private schools—roughly about one-third of the total—are still necessary because public elementary and secondary education is not yet as good as it should be in many sections of the country. They are also valuable as pacemakers for the public-

school system. But even these good private schools become a menace to the public-school system when they seek to divide the inadequate tax appropriations for public education.

What claims do some of our best private schools advance for their right to Federal aid for their institutions? I base my analysis on a book entitled *Why the Private School?* by Allan V. Heely, headmaster of Lawrenceville, one of the most outspoken opponents of President Conant's position.

The claim of the private school to giving a superior education is true, he concedes, only in the case of a limited few. Yet the training of gifted children is a mass problem today. It can be achieved, not by pouring tax funds into private schools, good, bad and indifferent, but only by improving public education, and singling out the gifted children for special training. To be sure, Mr. Heely wants Federal scholarships only for private schools of the highest standards. He is unrealistic if he thinks the inferior ones would submit to being thus publicly labelled.

Then Mr. Heely advances a dangerous theory: "It is sound American doctrine that a man is similarly free to choose whatever school he pleases for his children, whether he prefers a good school or a bad one." In other words, it is of no interest to society whether its children are properly educated or corrupted. On that basis, the Communists would have the right to conduct schools in our country. That the state should not control all education is true. That the state has no right to take an interest in the quality of the education of its children is false. What Mr. Heely in effect says is: Public standards of education should not exist.

But Mr. Heely's chief argument for private schools is that they are free to teach religion. "Religion," he says "is the rock on which the whole program of our schools should be set." Secular education, he states with sublime ignorance of its origins and purposes, proceeds from "no point of view." The adjustment of children to the society in which they live, their training in cooperative and mutually helpful living, he dismisses as an unworthy ideal. Thereupon he confesses that the private schools enrol many maladjusted children and devotes a whole chapter to their psychiatric adjustment.

But if Mr. Heely is at times not very consistent, he is honest. He states that men in charge of the religious life in two important Eastern colleges where private-school pupils mostly go, found in the freshmen "a fair tho uneven degree of Biblical literacy and that was all." "Graduates of private schools" they declared, "exhibited an almost complete innocence of the knowledge that Christianity has an answer to the main problems." Mr. Heely admits that the religious training of the private schools "reveals failure." Without knowing how humorous the picture is he says: "When religious education is discussed by private-school teachers, no other field of study generates as much perplexity and uncertainty." He regrets that the quality of religious instruction in private schools is ineffective because the faculties are not interested in the subject and because "something unfortunate happens to some ministers and laymen when they try to preach to schoolboys." Mr. Heely expresses the desperate hope that the private

schools will make a better job of teaching religion in the future. Surely to make a bad job of teaching religion is worse than not teaching it at all. On this program Mr. Heely bases his chief claim for federal scholarships for private schools.

But we who are determined to protect the interests of public education, must admit that Mr. Heely's private school and others like it will be needed as long as many of our public highschools lack adequate facilities, and enough well-trained teachers with classes small enough to give their pupils the individual attention which they can get in the small classes of the private schools. But it never occurs to Mr. Heely that instead of trying to get a part of our inadequate public-school funds, the private-school interests should join forces with the people and with organizations such as the National Education Association to demand increased support for the public schools. No, he merely glories in the fact that the private schools can profit by the temporary hardships with which the public-school system is confronted. He is satisfied to perpetuate the tradition that superior education is for the few and not for the many. He lacks the vision to assert that if the private schools are better, we should all demand the same favorable conditions for the public schools. No American should find excuses for educating children of different economic incomes differently. The advocates of the expensive private school cannot escape their responsibility to democracy by gloating over the difficulties of public education but only by working faithfully with other groups for the improvement of the educational opportunities of the whole population.

The debate over the role of Catholic parochial schools in our democratic society must be approached with sympathy and understanding if rational solutions are to be found. For the American bishops are not free to say whether they want such schools or not. It is mandatory upon them to increase such schools until every Catholic child can go to them. And even if the Oregon decision had not established the constitutional right of the Catholic Church to establish its own schools, as Americans who believe in the voluntary principles, we should be obliged to concede the right as long as they maintain proper standards.

If we bear in mind that Catholic tradition insists upon parochial education, we can understand far more readily why the American Catholic bishops are obliged to develop parochial schools thruout the country and if possible to secure public funds for their support.

But let us not take for granted that the Catholic bishops are the only critics of our secular public schools. Among certain Protestant religious leaders, we have a voluntary reversal of policy toward separation of church and state, toward our secular public schools and toward freedom of religion, which is far more difficult to understand than the Catholic position in two respects. First, it is not the result of an external discipline such as the Catholic bishops are bound to respect. Secondly, it weakens from within what was heretofore a fairly consistent Protestant policy of confidence in public education. One can have sympathy with the dilemma

in which the Catholic bishops find themselves but none with the Protestants who voluntarily accept a Catholic ideology.

Let us consider Dr. Henry P. Van Dusen's book, *God in Education*, as symptomatic of this Protestant position.

Since our secular public education, in Dr. Van Dusen's opinion, lacks purpose and idea, the clergy must take it over. "The situation demands not merely the institution in our schools of courses in religion. What it demands" he insists, "is a fundamental reorientation of every subject in the curriculum and its presentation in every course." This is not Protestantism. It is Catholicism. Dr. Van Dusen also follows the straight Catholic party line that separation of church and state is a "threadbare phrase," having no definite meaning. If separation means anything, it means co-operation between church and state. He joins the Catholic bishops in their attacks on the Supreme Court's decision in the *McCullum* case.

Dr. Van Dusen points to the British support of religious education as a model for us. I should like to ask Dr. Van Dusen and his Protestant allies whether they think it was a mistake for the Puritans to come to this country in search of freedom of religion and conscience? Are we a new nation or are we not? And has Dr. Van Dusen forgotten that to this day the British have no adequate system of free education for the masses because the sectarian domination of its educational system has succeeded in maintaining one kind of education for the elite and another for the working classes?

One influence of this reactionary Protestantism is the encouragement it brings to the Catholic demands for public funds. If some Protestant leadership condemns our secular education, why shouldn't the Catholic prelates also condemn our public-school system as "Public Enemy No. 1"?

As against these defiant utterances, I shall quote Catholic leaders who clearly see the danger to the community and to the full development of American Catholic children when they are brought up in the isolation of the parochial school. This is the fundamental peril to democracy which drew me much against my will into a discussion of sectarian problems. For all of my efforts are devoted to stabilizing community life in order that American families and American individuals regardless of race, color or creed, may feel solid ground under their feet and may be able to obtain their rights as well as make their contributions to the progress of society. To this objective the strengthening of our public-school system is essential, for it is the chief bulwark of our society and the heart of our body politic. It is and always has been the chief means of preserving our free institutions and of advancing the social progress which is the mission of democracy.

I need hardly tell members of the National Education Association who are in daily touch with the problems created by the parochial school what a barrier it is to community reorganization and to the everyday friendly, peaceful relations of the Catholic and non-Catholic population. Father Robert C. Hartnett, editor of the Jesuit magazine, *America*, sees the danger of this growing conflict and says: "If we are going to improve the 'living together' of Catholic education and the American community

(with the accent on local communities) we must find ways and means of 'unsegregating' our schools, so to speak. "Catholicism" he admits, "really cannot set up a society within a society, or even a community within a community." But that is precisely what the parochial schools are doing, whether they wish to or not. Unfortunately Father Hartnett blames the whole development on the public schools. He says: "The states have substituted a system of public education, incorporated into the structure of state governments, for what might have become a flourishing nonpolitical educational system assisted and regulated by the states."

Nobody has expressed the dangers of the parochial school to the future stability of the community of our country and of the world better than the Reverend Leo R. Ward, C.S.C., professor of Philosophy at Notre Dame University. "We have heard more and more demands," he said in an article entitled "Bring Learning to Life," "for building the true welfare community—in the family, in the college, on the local level: in general, there is an insistent demand for a kind of postindividualist reorganization. A learning that lives apart from this demand for community might seem to be an anachronism."

Secular public education, on the other hand, is a unifying force in our diverse society because it seeks no major premise based on authority alone with which to resolve a doubtful situation or to eliminate strife in the community. In a world in which change and plurality of cultures are characteristic, it develops in its pupils methods of creative compromise, methods which respect the integrity of all interests and values and seek to resolve differences, not in terms of authority or absolutes, but in terms of specific situations. Secularism is not, as Dr. Van Dusen maintains, the opposite of sacred. The opposite of sacred is profane. There is no taint of the profane in secularism. Nor are its procedures a negation of the absolutes. Thus it is not hostile to the sectarian teaching of the churches. On the contrary, it searches positively for an overarching ideal to which appeal can be made when the absolutes reach an impasse that threatens to tear a diversified society to pieces. It is a method of thinking that is also a way of creative living and lends itself to development from the nursery school to the university in a heterogeneous student body.

To be sure, the parochial schools try to teach democracy. But no human being can blindly accept authority in one area of life and become self-reliant in day to day decisions in the field of morals, politics and economics. Catholic teaching in the parochial schools defeats itself when one department denies what another asserts. Father Leo Ward of Notre Dame University sums up this split as follows: "What makes progress toward the faith-vision of education slower than we should like are two historic circumstances. One is that American Catholic schools were not founded for learning but for saving souls, and even on the higher levels Catholic scholarship retains to this day overtones of apologetics and propaganda. It is hard for schools set up to save souls to take learning as their direct purpose. Yet in no other way can they come to life as schools." Such broad insight on the part of Catholic leadership into the difficulties that

confront parochial education, should encourage us to hope that eventually the Catholic Church in America will find means of teaching its religious tenets without resorting to the present system of parochial schools.

I have brought up some of these fundamental clashes between parochial teaching and democratic education only to persuade our religious leaders of all faiths to take a broader view of the interests of religion in a democracy. Unless we can arrive at a peaceful solution, this cleavage in educational philosophy between sectarian authoritarians and democracy will lead to conflict when we need peaceful relations here at home as much as we need them abroad.

Actually we Americans—Protestants, Catholics and Jews—all want the same thing, a peaceful social structure, a sound family life, individuals of strong character and an educational system that will contribute to all these ideals. It is not helpful, therefore, when the Catholic press maintains that criticism of the parochial schools, as Professor Corwin of Princeton said, “plays directly into the hands of forces making for totalitarianism in this country.” The propaganda that people who defend the public schools wish to build a “monolithic state” is untrue. The people who use this propaganda should know it is unfounded. If there is any American institution which guarantees freedom of decision, decentralization of government and community control of its own social and political institutions, it is our decentralized public-school system. The other accusation that those who criticize church schools are attacking religious freedom is also untrue. Every wise advocate of public secular education must look to the churches as allies and hope that the clergy will teach religion far more effectively in the future than they do now whether in Mr. Heely’s private schools or in their own institutions. For the weaker the influence of the churches, the greater will become the moral responsibilities of the public schools. Unless, for example, the clergy can strengthen family life and reduce the divorce rate, more and more unstable children will be found in our schoolrooms. In fact, unless we can awaken our society to the fundamental importance of the family, we are headed toward disaster. In this major task the churches are the first line of defense.

My friends, we who believe in the public schools, must now become more positive in meeting the opposition and arguments of their enemies. The cost of the parochial schools, Catholic and Protestant alike, is already making itself felt in communities where their supporters are numerically strong. All of us can point to localities where the public-school budget is kept at a minimum because of the burden of private schools on a large number of taxpayers. I consider this one of the gravest dangers that our public schools confront at the present time. As the years go on, the public educational budget must increase steadily if the schools are to do what we know they can do. These increasing requirements of our public schools are being criticized by individuals and groups who conceal their real motives. The systematic and recurrent attacks on public education are made largely by paid propagandists, whose main support comes from individuals and groups who resent the increase in the cost of our public

schools. These people don't want good public schools. That is why they are trying to undermine public confidence in them. They go from one plan of attack to another, but relentlessly pursue their low purpose. We can secure adequate local school budgets only if the local people are willing to fight for them.

Local public-school committees must also defend modern public education more vigorously. To me the simplest answer to the critics of recent progress in public-school organization and public-school methods is one that I never hear advanced. Briefly, it is this. The public schools have had to be progressive in order to keep up with the cultural and social developments in American life. The American people today would not tolerate the kind of public school that was typical up to the turn of the century. It is a fact that in the last 50 or 60 years profound cultural changes have deeply influenced our home life—the relation between men and women, the relation between parents and children. We have more leisure now than we had 50 years ago. Most of our people are relatively better off economically than they were 50 years ago. The economic struggle is not as oppressive as it used to be. There is more time for leisure; unlimited parental authoritarianism has yielded to intelligent parental guidance, parental sympathy, understanding and companionship with the growing generation. In the current American scene just imagine our having public schools with hopelessly overcrowded classes, 60 and 80 in a class, with little boys and girls sitting in rows with folded hands, waiting to be called on, chided for every move, punished for the slightest infraction of rules that we now consider ridiculous. When the children walked they walked in lockstep, the teachers clapping their hands to keep time. The only form of militarism that prevailed in America at the turn of the century was to be found in public education, whereas in other activities our people were profoundly pacifist. Frankly, I think this picture, and it is not overdrawn, gives the best answer to our hostile opposition.

The critics of public education also claim that it does not teach Americanism; that it furthers subversive tendencies; that its textbooks teach the children to be un-American and too critical of the American scene. I regret to say that in too many instances these professional vilifiers find support among people who should know better. But when confronted with an ultimate test, these critics of our school textbooks fail to come across with evidence. Many months ago, in New York State, an official committee was appointed by the state education department to examine complaints about school texts. I believe that not a single complaint has been registered with this committee; and yet, there it is ready and willing to receive any reasonable demand that a specific text be condemned. Not one has been condemned, in spite of the fact that our critics go around shouting that one book after another is teaching subversive tendencies.

Another critical situation that confronts us is the need for more teachers, particularly in the elementary schools. And this problem too is one that is closely related to the division of our people by a dual system of

public schools. We will get more teachers when we are willing to pay them better salaries, when we will assure them of a decent status in every community, and when we will assure them of a decent economic security. That means more money and more money. But enough money will never be forthcoming if in all of the communities there is not a united front and no universal support of public education. The teacher problem will not be solved if the competition among public and private school systems increases.

Let me point out another school problem—a basic one—that is profoundly affected in many localities by the cleavage already existing among our people. Public school administrators take a just pride in the fact that during the last decade tremendous advances have been made in furthering the relationship between the schools and the community. Everywhere school officials and teachers are at work acquainting not only the parents but the public generally with the kind of education the schools are attempting to give their students. It is an interesting and useful project. It leads to parental understanding, public sympathy and public support. Parents and school officials alike know now that a good school system depends on this basic cooperation of school and community. In spite of the fundamental importance of this educational program, in many places it is being hindered and impaired by a lack of unity in the community itself. You cannot have a unified community support the public schools if even a relatively small part of it is not interested in those schools. There is not only this danger of a lack of interest, there is a grave danger of actual hostility resulting directly from the financial burden imposed on many families by the financial needs of the nonpublic school system. You are all acquainted with the work of the National Citizens Commission for the Public Schools, headed by Mr. Roy Larsen. It has gained support in thousands of American communities and will continue to make further progress, but there is no doubt that in too many communities there can be no progress because of the cleavage that I have mentioned.

Ladies and gentlemen, I have pointed out the great difficulties that confront the public school official and the layman who are supporters of public education. I hope I have made it plain how each and every one of these difficulties goes back to divisive influences furthered by a dual system of education. Now it is useless to complain. But the facts are there to be faced. There is a dual system. The chief one is not yet very large but it is already very influential. The situation calls for a redoubled effort on the part of us who are devoted wholeheartedly to the public schools, who regard them as the greatest social and cultural influence in our American life.

What then must we do?

We must close the door tight against the present attempts of the clergy to force our people to support sectarian schools whose rapid increase would destroy our secular school and tear our nation into irreconcilable factions. We must therefore devise means that will make crystal clear the determination of the American people never to support sectarian institutions with public taxes, whether federal or local.

Despite the fact that every state constitution forbids the use of public funds for church institutions, the sectarian groups are making headway in obtaining tax support for what they call fringe benefits such as textbooks and bus transportation. Yet these grants are direct assistance to the spread of private and parochial schools. Bus transportation and textbooks are as necessary to the modern school as teachers and buildings. If this encouragement of private and parochial education continues, we shall, as Dr. Conant says, be using our own hands to destroy ourselves, we shall be committing national suicide and we shall have only ourselves to blame.

As the sectarian groups are faced with constitutional provisions in our state constitutions that public funds may be used only for public schools, they have turned their efforts toward securing federal funds. We all know why federal aid is needed in our less prosperous states and yet it has not been achieved because every Congressional attempt to pass legislation has been blocked by the sectarian forces, who insisted upon sharing the appropriations. This we cannot allow to continue. For our public schools would not now be in the desperate plight they are, if the clerical forces had not put the progress of their own schools above the educational and social progress of the nation as a whole.

Since the sectarian leaders seek to destroy the validity of state constitutional prohibitions against the use of public moneys for sectarian institutions by securing federal funds, we must close that door too. We must return to the proposal of President Grant who in two messages to Congress, urged the submission of an amendment to the Federal Constitution making it the duty of the states to support free public schools, free from sectarian teaching and forbidding the diversion of school funds for any and all church or sectarian purposes. The only reason why President Grant's suggestion was not carried out is because no state admitted to the Union since 1858, excepting West Virginia, failed to insert a similar provision in its constitution. The people foolishly took for granted that the issue was settled and could never arise again. To President Grant's amendment we must add that federal funds cannot be used for what are now termed fringe benefits for sectarian and private schools, including textbooks and transportation. Here is a legitimate task for the National Education Association. I am sure that you will get overwhelming support for such a constitutional amendment. The White House Conference on Children and Youth demonstrated that the vast majority of our people are in favor of reserving all tax support for the public educational system.

My friends, America is great not only because of what it has accomplished. It is great because all of its doors open toward social and economic progress and because we feel that we shall accomplish infinitely greater things in the future than we have in the past. That is why we need not despair of our secular public-school system. We are only beginning to glimpse its immense potentialities and its revolutionary possibilities for the development of a brave new race and a powerful democracy worthy of leading all other democracies toward a free and generous humanity more superb than any the world has yet seen.

In the meantime those of us who are committed by our democratic faith to the protection of our secular public schools, must bear in mind that the best defense is offense. We must band together to extend and improve our public-school facilities, our teaching methods, and community-school relationships to a point where their superior education will attract rich and poor, Catholic and Protestant, Negro and White, and ease the dangerous tensions of American life by uniting all races, creeds and economic classes in a true brotherhood of men. Then Americans will not ask themselves: "Can we afford to send our children to a private school?" Then they will say without hesitation: "We cannot afford *not* to send our children to a public school."

RELIGION AND THE PUBLIC SCHOOLS

CHARLES P. TAFT, ATTORNEY, CINCINNATI, OHIO

*Presented at the Representative Assembly at Detroit, Michigan, Thursday,
July 3, 1952*

WICKHAM STEED, the great British journalist, tells of hearing LaFargue, son-in-law of Karl Marx, debate Jaures in Paris in 1893, on the Marxist interpretation of history. Jaures agreed, of course, that men were profoundly affected by the contemporary system of production and distribution by which they earned their living, but he insisted that at times of crisis not material interests but ideals of justice and liberty turned the course of history.

Tho, like the Paris audience, we would probably support Jaures and idealism against the unpleasant envy and cynicism of Karl Marx, we want something a little more specific than such vague generalities. Elton Mayo in his famous twenty-five years at Harvard demonstrated by the soundest kind of research in industrial relations that not the selfinterest of an impossible economic man or the cash nexus, but the instinct for human association, was the principal incentive for the ordinary working man or woman. A small group, or even a large accumulation of small groups, will sacrifice for a commonly held purpose what no payment of money could induce them to endure.

What are the driving purposes that have affected groups like that? What content in recent centuries have they given to "justice" and "liberty"? Barbara Ward suggests that in our Western civilization one major objective of group idealism has been the destruction of the absolute state—one might add, public or private. No nation perhaps has contributed more to that objective than our own. A second major objective, according to Miss Ward, is to remake the world closer to the image of God. That urge for reform is another persistent American characteristic.

We are now in the kind of crisis that Jaures was talking about. The absolute state which we thought twice we had finally destroyed has revived in a form more deadly than in any other modern period. Our notion of progress to a more godly time has come to an abrupt halt, and we seem driven to selfpreservation instead of reform. We need desperately again

to put into our natural teamwork the power of idealism. Where did we get that power for our progress up to here? How do we make it again effective? How do we teach it to a new generation that knows not the Josephs of our past?

Barbara Ward's answer is that the ideas of freedom from autocracy and of progress toward a world of Godlike justice come from our common Western inheritance from the Jews and the Christians, the Greeks and the Romans. This is a thesis in which I deeply believe. Is it not somewhat shocking to realize that those basic elements in the good life which the West has achieved are substantially untaught in our public schools today? That was the theme of a distinguished address by Walter Lippmann to the American Association for the Advancement of Science only a few years ago. How can we move toward the goals we seek if the very foundation of our political and spiritual thinking is left out of what we give our youngsters of the coming generation? Or at least it is so watered-down that it is an experimental intellectual exercise, not a source of power and effective living.

I realize, of course, that preservation of our inheritance from the Greeks and the Romans is not exactly the same as preservation of the belief in God that is at the heart of our Jewish-Christian tradition. But the two streams are so inextricably mixed that you would have neither liberty nor justice without both. Figgis points out that there has been no great advance for freedom which was not sparked by the insistence of a little religious community to worship as it pleased.

What gave Bishop Berggrav the stamina that took him and his pastors thru the occupation under Quisling? Or gave Cardinal Faulhaber the glowing prestige that even Hitler did not dare to touch? Or sustained Lutheran Bishop Ordass in Hungary, the first prominent victim of the postwar Communist attack on religion in the satellite lands? What would you do if you had to live in a satellite country today? What resources inside yourself could preserve for you the real values of your life and bid you hold to the hope and conviction that the storm was only temporary and would pass? I don't think it would help you much to be just a pragmatist, faithful to concrete facts, or to be just a skeptic.

I am, I hope, a tough-minded pragmatist myself, but among the facts, not so concrete, to which I am faithful is the evidence to which I have just referred of what belief in God has done and continues to do to people. Arthur Schlesinger, the younger, suggests that belief in God has created human vanity as overweening and human arrogance as intolerable as the vanity and arrogance of the Communists. Certainly some people associated with religion have shown those characteristics down thru the years; but why attribute them to belief in God? The common denominator between the Communists and those religionists is the corrupting effects of power, not belief in God.

Frank Altschul in a recent review of the situation in Europe bemoaned the fact that "under the somewhat less-than-inspired leadership at home our capacity for moral indignation has become atrophied." How are we

to maintain in our community that strong force of old-time religious idealism, both emotional and intellectual, from which alone comes effective moral indignation and, even more important, real power in this crisis? The requirements of the situation are not met by the admirable philanthropy of the service clubs nor by the systematic culture of ethics and morals. Both are necessary, but they don't meet the punch of the Soviet drive.

Thus we reach the nub of our question. What out of our religious inheritance can we teach in the public schools, and how can we do it? If we try to answer in the public schools the basic question of religion, What is God and what is man's relation to him? we enter a realm of controversy so violent that Horace Mann, who believed in religion and wanted to teach it, finally concluded that it was impossible, and led the way to our present general position. But the result of that decision has been a movement to the opposite extreme which has made religion an extra-curricular activity, certainly not as important usually as football or basketball.

The National Education Association has recognized the dilemma, and in its excellent report from the Educational Policies Commission of a year and a half ago has emphasized the need for instruction in ethics and morals in the public schools. How do we get it? What can the schools do and what can the churches do? Especially, what can they do in cooperation?

Much of this problem, perhaps the bulk of it, comes in secondary schools; and certainly the secondary-school curriculum, especially in urban centers, adds to the difficulty. The curriculum includes nearly everything in the wide world, and yet President Conant thinks it should and will cover more territory, not less, before we are thru. If not the teaching of religion itself, what part of it can we salvage to give some unity to the prospective life which we open up to our youngsters in highschool? Integration of some kind they need desperately; and with all respect, Mr. Conant's substitute—something like the continuity of our American tradition—just won't wash.

With some diffidence I make a few suggestions. Pick and train teachers who have personal religion. One of our great men at the Yale Divinity School has trained many young men in his course for campus religious leaders, and today over 100 of his graduates are college chaplains or college pastors in liberal arts colleges, including state universities, from coast to coast. He has now started to put his graduates on the campuses of teachers colleges. This is not a denominational matter, and it works in state institutions as well as in independent colleges. Yale was founded by New England Congregationalists and our college chaplain is a Protestant, but he is also chairman of a council in which the Catholic and Jewish student pastors and those of the various other Protestant denominations work in effective harmony. Why is not solid personal character based on religion an essential quality for a good teacher?

We can certainly recognize and teach that all three of the world's great religions—Judaism, Christianity and Islam—believe in one God, who works thru men. You want your pupils to be selfstarters and capable

of independent judgment. How can you fail to teach the necessity of their making value judgments based on their best knowledge and religious convictions, always recognizing the fallibility of that knowledge and judgment? This is just a part of teaching them how to live acceptably as individuals in an advancing community. It is an effort to help them develop a strong thread of resistant fiber on which to string the knowledge they acquire.

I am afraid we have not done much of this. There is only too little foundation in the background of most Americans for sound judgment on foreign events and for the kind of patience and persistent holding to principle that we need in our foreign relations.

At home the great enemy of our tranquillity is the pressure of change, which is inevitable but upsetting, whether it is in the form of the devouring strip mine or of the new processes that make old skills obsolete or of the civic improvement that takes our dwelling by eminent domain and shoves us out to find the apartment that isn't there.

Here is my second suggestion: I would make every effort to secure agreement among the major faiths in any locality for the inclusion in the non-religious courses of the maximum amount of religious material of a non-controversial nature. Any good survey will show a surprising amount of such material already there, and also how much can be added. This was the unanimous recommendation of the special commission of the American Council on Education, which included Ernest Johnson, of the Council of Churches, Father Hochwalt of the National Catholic Welfare Conference and Rabbi Ophar of the Synagogue Council.

This same commission made the sensible recommendations, again subject to local approval, of including in any course in social studies, visits to churches and a presentation of the place of such institutions in the social fabric of the community. The factory manager does it; why not the priest, minister or rabbi?

Part of my assignment was the possible contribution of religion to the public schools. If I have seemed somewhat critical of what the schools are doing in this field, I am far more so about the churches. I am not happy about the entirely separate parochial school, Catholic, Episcopal, Lutheran or Jewish. I am deeply concerned about the central place of religion in the education of a new generation. But religion for me is meaningless except as central in a total community, and I am not willing to agree to a meaning of community that separates Catholics, Jews, Protestants or any other group into isolation, even intellectually.

Nevertheless, in these religious efforts is a thoroly sound objective, and the public schools should not only recognize the validity of the objective but should help stimulate the churches into doing a good technical job in accomplishing it. For since the public school cannot take part in teaching the basic truths of any religion, the churches have to do it, and most of the Protestant and Eastern Orthodox effort in this country is wholly inadequate.

The released time program for weekday church schools is good. Sixty percent of the children in cities who are released to go to the neighboring weekday church school of their choice are getting no other religious training

at all. The teachers in these church schools are professional and do a good job. I have little sympathy with the objections to the program. No child is required to go. The so-called pressure for conformity is no more than any independent mind has to resist when the craze is on for dark Hollywood spectacles, a head scarf tied under a girl's chin or the current slang phrases.

But the greatest need is for a real process of religious education in the church school. When I see the money, time and attention that my Jewish friends put into the school building which goes with the synagogue, both for after school hours and for Saturdays, I am not a bit impressed with what most of our Protestant churches do. The Presbyterians and the Episcopalians have new curriculums, but they need more professional stimulus in the local situation. The Ligon plan, which ties the Sunday lessons into weekday habit formation, with real parent training and participation, is something which school people individually should know about and help the churches to put properly into effect.

Obviously, I am not talking about any part of the teacher's official job in public time. But surely we agree, as demonstrated by the splendid report of the Educational Policies Commission, to which I have referred, about the importance of moral foundations in public education. Can we get them anywhere else than from religion? The churches must give support to the public schools and relate every principle taught in the church school to the child's activities during the week, at home and in the school. The public-school teacher, informed within by the spirit of religion, should aim constantly and in every lesson to relate what is taught to the basic elements taught in the churches. Without that our civilization will fail and all our vaunted know-how will go for nothing. With that cooperation, we shall have the spirit which will conquer the evil obstructionists of our day, and give us the power and the irresistible outburst of effective and liberating ideas which the world needs today.

MINUTES OF BUSINESS MEETINGS

MINUTES OF THE THIRTY-FIRST REPRESENTATIVE ASSEMBLY

Sunday Evening, June 29, 1952

THE opening session of the ninetieth annual meeting of the National Education Association of the United States was a Vesper Service which was called to order by *J. Cloyd Miller*, president of the National Education Association and superintendent of schools, Deming, New Mexico.

The invocation was given by *L. W. Ripple*, Bakersfield, California, followed by a program of music by the Mackenzie High School Choir of Detroit directed by *Robert Luscombe* and accompanied by *Harry Bunnell*.

President Miller: Director Luscombe, Accompanist Bunnell, and students: We are most grateful to you for this most delightful program of sacred music.

I am glad that I have on the stage this evening two people who have especially helped me during this year and I want to present them to you at this time.

I want you all to know *Mrs. Miller*, who has kept things going at home when I have been away so much and who has accompanied me on some of the trips this year.

(Mrs. Miller arose and was greeted with applause.)

And our beloved *Dr. Givens*, who, of course, has done the work for which I have gotten the credit. *Dr. Givens.* (Applause.)

The tribute to NEA members who have died during the past year will be read by *Eli F. Mittler*, Kirksville, Missouri, who is secretary of our Committee on Necrology.

Mr. Mittler: To honor the men and women of the teaching profession who have gone to their eternal reward during the past year, we pause a moment in silent meditation. They were our friends and associates. They have held high the torch and kept the faith of our common calling. Now they have gone to the great beyond to join the teachers of all ages who have built generation upon generation the civilization we now enjoy. Their influence lives on and their deeds are held in loving remembrance.

To them we owe a debt of gratitude which they would wish us to pay only by giving in our turn "the last full measure of devotion" to the cause which they held dear. Among them are many who have been builders of our united profession, including three who held the highest office within the gift of our Association—*John Dewey*, honorary president, 1932-1952; *Joseph Rosier*, NEA president, 1932-33; and *Myrtle Hooper Dahl*, NEA president, 1941-42.

To our honored dead, we bring our tribute of gratitude and love.

"We cannot think of them as dead
Who walk with us no more.
Along the path of life we tread
They have but gone before.

Ours are they by an ownership
Nor time nor death can free.
For God hath given to Love, to keep
Its own eternally."

President Miller: Twenty-six years ago this summer I attended my first Conference of the Epworth League of Young People of New Mexico and there I met a young pastor and his wife who had just graduated from Southern Methodist University.

I soon found that that young minister had been president of the student body of Southern Methodist University and had become a great leader among the young people of the Methodist Church.

During twelve years of my life as an educator, this man has been my pastor and he has had a greater influence on me and on my life than has any other minister. It is a great privilege for me this evening to present to you the *Reverend Bryan Hall*, who is the executive secretary of the Board of Education, New Mexico Conference of the Methodist Church, Trinity Church, El Paso, Texas. He will speak to us on the subject, "Our Religious Heritage."

(The *Reverend Bryan Hall* then gave his address, which is found on p. 33.)

(The benediction was pronounced by *Mr. Ripple* and the meeting then recessed at 9:00 P.M.)

FIRST GENERAL ASSEMBLY

Monday Evening, June 30, 1952

THE First General Assembly was called to order at 8:00 P.M. by the first vice-president of the Association, *Mrs. Sarah C. Caldwell*, classroom teacher, Akron, Ohio.

Chairman Caldwell: It is my pleasure to declare the First General Assembly of the ninetieth annual meeting and thirty-first meeting of the Representative Assembly of the National Education Association of the United States now convened.

I am pleased to present *Rabbi Morris Adler* of the Congregation Shaarey Zedek, Detroit, who will give our invocation.

(The invocation was given, followed by the "Pledge of Allegiance.")

Chairman Caldwell: *Mr. Feighner* will now present his Royal Oak High School Choir in a program of music for your enjoyment. The accompanist will be *Elissa Beigler*.

Chairman Caldwell: Thank you very much, *Mr. Feighner* and *Miss Beigler*, and to you young people, thanks for sharing so graciously of your time and your talents to bring us this lovely musical program. (Applause.)

Chairman Caldwell: Whenever one takes a trip or goes away from home for a visit, I think we are generally agreed that such an experience is something like all Gaul—it is divided into three parts—we anticipate great pleasure, we enjoy being made to feel welcome upon arrival and we find genuine satisfaction in doing interesting, worthwhile things.

For two years all here have known the delightful anticipation of planning to come to Detroit and Michigan for this very great convention. Having arrived, we find that our hosts stand ready to say "Welcome!"

The official greeting is going to be given by the state superintendent of Public Instruction, *Dr. Lee M. Thurston* of Lansing. There are many things I could say about *Dr. Thurston*, a man whose integrity, sound judgment, clear thinking, capable leadership and personality ably qualify him to discharge the duties of his responsible office. However, I choose to emphasize only one fact about this fellow-teacher. *Lee Thurston* is best known for his friendliness to all people, his service thru education to mankind—*Dr. Thurston*.

(*Dr. Thurston* then gave his address which is found on p. 16.)

Chairman Caldwell: I should like at this time to present the chairman of the Board of Trustees, *Dr. A. C. Flora* of South Carolina.

Dr. Flora: Madam Chairman, distinguished platform guests, ladies and gentlemen:

I am very happy indeed tonight to have the honor and the satisfaction of being here in the capacity in which I have been chosen. I assure you that I am here as

one of a team of five and I am only speaking tonight because I happen to be chairman of that team. I want to present to you, before I say anything further, the other members of this team:

J. Cloyd Miller, the president of your Association; *F. L. Schlagle*, Kansas City, Kansas; *Harold A. Allan*, Chevy Chase, Maryland; and *Mabel Studebaker*, Erie, Pennsylvania.

I am very grateful to my own people in my state for sending me as NEA director to Los Angeles in 1931, and for the opportunity which this Association in my state has given me to serve an unbroken record as a member of this official body since 1931, as NEA director for 12 years, as first vicepresident, as president of your great Association, as a member of the Board of Directors, and in recent years, as a member of the Board of Trustees.

These services which I have been permitted to participate in have opened up great vistas for me and given me an opportunity to understand you, the teachers of America, and to appreciate what you are doing for this nation and for this Association. For these and many other things I am grateful.

But most of all, I am grateful for the opportunity of meeting and studying with some dynamic personalities who have meant much to this Association and to this nation. We as a Board of Trustees knew more than a year ago that we had before us one of the greatest responsibilities which any Board of Trustees has ever had. We knew of the services which *Willard E. Givens* has rendered to this Association for the past 18 years; we knew of his dynamic leadership. We knew of the things that he has done for this Association by his courage and his vision, things that have helped you and me in moving forward in a great phalanx of educational force for the benefit of the youth of this nation.

For that I am grateful, and therefore, when we faced this responsibility, I assure you we faced it with trembling and in prayer, because we knew that what we did would mean either the progress on the handicapping of this profession and therefore we spent hours and hours in conference, and in deliberation. I should like to say to you something about our methods of approach to this problem.

We felt that we should act according to our own methods of procedure and that was in a democratic way and therefore we chose to seek advice from you. Letters were addressed to members of the official bodies of this organization, the Executive Committee, the Board of Directors, the secretaries of all the associations of this nation, the vicepresidents, the pastpresidents of this organization, and many others who have served in fields of responsibility thruout this nation.

This material was compiled and studied and read and I assure you that it helped us greatly in the problem which faced us. Furthermore, we worked and thought in terms of causes and service to the teachers of the nation and all the aspects that went into what we felt were the needs of this Association rather than personalities. We talked about goals, we talked about objectives, we talked about the possibilities of the next 10, 15, 20 years, always thinking in terms of the right leadership for those years.

When we met in New York City earlier this year, we began to weigh what we had mastered and read and studied and thought; we began to poll our thinking and we came to the same conclusion individually, tho we did not know what each other thought. We never discussed personalities, never used names. We found in that session, sooner than I anticipated, that our minds had completely met on one individual to serve this organization as its next secretary.

We believed then, and believe now, that *William G. Carr* had the experience, the vision, the intelligence, and the qualities of mind and soul to give effective leadership and courageous leadership to us in the cause of public education thru the years ahead, and I, as one—and I believe that the Board joins me—face those years with great confidence and I trust that you tonight share a like measure of confidence and that you will give him a full share of love, labor and professional unity.

I present to you, *Executive Secretary-Elect William G. Carr.*

(The assembly arose, applauding, as *Dr. Carr* came forward.)

Dr. Flora: Before this charming man says a word, I want you to meet the really charming part of his life, *Mrs. Carr.* (Applause.)

Dr. Carr: *Dr. Flora, Mr. President, Madam Vicepresident, Dr. Givens,* ladies and gentlemen: I have accepted the invitation of the Trustees to serve you in this capacity beginning next August and I have done so without the slightest misgivings—not the slightest.

This feeling of confidence in the future of the organization does not arise, I assure you, out of any excessive selfesteem, but it is based on the sure knowledge which I have seen demonstrated again and again in that loyal and efficient staff that surrounds me, in the guidance of the officers whom you have elected and will elect, and above all, in the inspiration of the teachers of America, which guarantees that our Association will go forward.

I would not want you to think that we face, however, an easy road. You will not expect from me tonight in the two, or three minutes that *Mr. Flora* has asked me to hold your attention, a discussion of basic policy or program. I fear you will hear a great deal of that in the years ahead. But I would like to discuss with you just one thought, one idea, which it seems to me must be stressed this year as never before and that thought is the necessity of unity within the teaching profession and unity between the teaching profession and the American people.

A year when we have a change of administration in our Association is, of course, an especially necessary time for such unity, but the national and international tensions which surround teachers and other American citizens today places a special premium on that quality.

We all know that the unity of the teaching profession is assailed, that there are forces now at work which would drive us apart, which would separate us upon sectional or other basic prejudices, which would appeal to ambitions or disappointments, which would form splinter groups and shatter the essential oneness of teachers, and we all know, too, that there are not only forces dividing teachers, or attempting to, but in general the same forces are attempting to drive a wedge between the teachers and the public.

We all know that there is going on in this country a campaign of calculated confusion, which seeks to persuade the American people to believe the monstrous absurdity that their teachers and the leaders of their teachers are disloyal and that the motives of their teachers are disloyal. If this joint campaign of splitting the teachers into suspicious parts, one part against the other, and of dividing the American teacher from the allegiance and trust of the American people, if this campaign, I say, should succeed, it would mean the end of American education and would gravely impair the very foundations of this Republic, so I plead with you for unity as never before.

A year from now we shall come together again and at that time I hope to make a report to you of what we all have been able to accomplish in the year to come and in that report I beg of you to help me to be able to say one year from now that we have accomplished some very specific goals toward unity; that we have accomplished in the first place not only more active members, but a more active membership in the work of our national, state and local professional organizations.

Second, I hope you will help me to say that we have achieved a fair treatment at the hands of the state and federal legislatures with reference to the support and encouragement of public education.

And third, I hope you will help me to say that we are on schedule or ahead of schedule, if possible, in the other goals of our Centennial Action Program.

Finally, above all, do we need to say, when I report to you one year from now that the threats to the unity of the teaching profession have been frustrated and the attempt to divide the teachers from the trust and faith of the American people has been thwarted, and the teachers, together with the public which supports and

sustains us are marching forward to build a school system that is fit for the United States of America.

To be thought capable of carrying forward the work of *James W. Crabtree* and *Willard Earl Givens* is a distinction of which I shall always be proud. For the confidence thus given, the Association will receive in return all the devotion and energy within my power. No one can do more than that; no one thus honored would dare do less.

Thank you very much. (Applause.)

Chairman Caldwell: Dr. Carr, I am sure I speak for this audience when I say to you that we do pledge our love and loyalty and labor, that your report one year from now may be as you have asked. (Applause.)

On our platform tonight are many distinguished guests, people whom some of you know, people whom all of you are interested in knowing, people to whom we owe a deep debt of gratitude for their loyal and valuable service.

Dr. Flora has presented to you the members of our NEA Board of Trustees. I should like to present our junior pastpresident, *Miss Corma Mowrey*; our treasurer, *Gertrude E. McComb*, and the members of our NEA Executive Committee. You know well the tremendous responsibility that rests upon all these members of our executive bodies. Will you please stand, the Executive Committee. (Applause.)

To give added strength and power to the NEA, there are many departments within the framework of the parent organization. We are grateful for the services they render. Will the presidents and secretaries of the NEA departments, please stand, so that we may applaud you for your untiring work in our behalf. (Applause.)

Already in these two days we have found that no detail has been left undone to make our visit to Detroit and Michigan a happy, profitable one. In fact, not only are our needs being met, but all desires have been anticipated. The credit for this very fine hospitality and efficiency goes to many people who have given generously of their time, their efforts and of themselves.

May I present to you these good folks: *Mrs. Mary C. Schulz*, chairman of the Detroit Convention Committee and the chairmen of local committees. (Applause.)

Officers of local affiliates in Detroit and suburbs. (Applause.)

And as I present to you the members of the Detroit Board of Education, I would pay special tribute to one member, *Mrs. Laura F. Osborn*. (*Mrs. Osborn* came forward.) Will all of the members of the Detroit Board of Education please stand? (Applause.)

I want you to know that *Mrs. Osborn* is the vicepresident of the Detroit Board of Education. She tells me that beginning tomorrow, she will start her thirty-sixth year of service without remuneration. She is elected by the citizenry-at-large on a non-partisan ticket and I might add that she has been president of this Board for five different terms. (Applause.)

Mrs. Osborn: I did not know that this opportunity was coming to me. I regard it as one of the most delightful things that has happened to me in my long career as an educator and in the name of the Board of Education, I want to welcome the NEA to Detroit and I hope if there is anything that we can do to make your stay more pleasant, if we can give you information, if we can show you thru our schools, I assure you we will be delighted to do it.

Thank you so much for those gracious words, *Mrs. Caldwell*.

Chairman Caldwell: Representing some 40,000 educators in the great commonwealth of Michigan, I am pleased to present *President Russell Wilson*, and *Executive Secretary A. J. Phillips* of the Michigan Education Association. (Applause.)

Thru the years we have learned, you and I, what it really means to have the organized cooperation of the patrons of our schools, those who provide the children that we may teach. I should like to present to you the presidents and secretaries of the state and city associations of Parents and Teachers in Michigan. (Applause.)

To all of you who have had a part in welcoming us and making plans for this convention, I think the "thank you" that is expressed by our applause says how we feel, and it comes from the heart.

At this time I should like to present our secretary, *Dr. Willard E. Givens*, who will introduce the other platform guests.

Executive Secretary Givens: Madam Chairman, ladies and gentlemen: For several years, at each of our annual meetings, we have invited our fellow teachers from our neighboring countries around the world who are present at our meeting to be on the platform and to introduce themselves.

I am going to ask all of our fellow teachers from our neighboring countries around the world to please stand and come up here to the microphone, if you will. I am going to ask each one then to step before the microphone, give his or her name and the name of his country. Please hold your applause until we are thru—we have quite a large number present tonight.

The teachers then presented themselves as follows:

BRAZIL: *Mr. Luis Angelica Da Costa*
 CEYLON: *Liyanage Reginald Perera*
 COLOMBIA: *Miss Mary Mora Rubio*
 EGYPT: *Mr. Mohamed Mustafa Al Haruny*
 EGYPT: *Mrs. Loutfya Abdel Salam Ashour*
 EGYPT: *Mr. Ismail Abul Azayem*
 EL SALVADOR: *Mr. Julio Cesar Hernandez Zaldana*
 EL SALVADOR: *Mrs. Gladys Quezade Alfaro*
 ENGLAND: *Miss O. M. Hastings*
 ENGLAND: *Mr. Gilbert Smith*
 FINLAND: *Mrs. Kirsti Pasanen*
 FINLAND: *Mrs. Valburg M. Rekola*
 GUATEMALA: *Mr. Jose M. Duran-Aldana*
 ITALY: *Mrs. Maria Bugli-Mezzetti*
 JAPAN: *Mr. Augustine Imagawa*
 MEXICO: *Miss Amparo Martinez M.*
 MEXICO: *Miss Carmen Ochoa Fernandez*
 MEXICO: *Miss Margarita Rodriguez Arana*
 MEXICO: *Miss Graciela Santibanez*
 MEXICO: *Mr. Nestor A. Vargas Castro*
 PANAMA: *Miss Carmen G. Mandeville*
 PERU: *Mr. Oswaldo Arana Aguilar*
 PERU: *Mr. Carlos Falconi Valencia*
 PHILIPPINES: *Mr. Manuel Acierto Farrales*
 PHILIPPINES: *Mrs. Cleotilde L. Fernando*
 PHILIPPINES: *Miss Maria Quizon Santos*
 PORTUGAL: *Miss Maria Eliza de Pina Patricio*

Dr. Givens: We deeply appreciate your being with us tonight.

Chairman Caldwell: At this time I should like to present to you the executive secretary from the state of Pennsylvania, and a member of the NEA Executive Committee, *Mr. Harvey Gayman*.

Mr. Gayman: Madam Chairman, friends of Doctor and Mrs. Givens: In 1832, a student in a class in hymnology taught by Lowell Mason at Andover Academy was given a meter to which he was requested to write some lines. Those lines have become historic lines because they began with these two words, "My Country," and he wrote a song which we now sing as "America." It was a song about "Sweet land of liberty," "Sweet freedom's song."

Some years later, I don't know how many, after writing those four historic stanzas in which he pictured his dream of America as it should be thruout the years, and which we know so well, he wrote two additional stanzas. These are the lines that Samuel F. Smith wrote at that time:

"Our glorious land, today
'Neath education's sway
Soars upward still.
Its halls of learning fair,
Whose bounties all may share,
Behold them everywhere
On vale and hill.

"Thy safeguard liberty,
The school shall ever be
Our nation's pride.
No tyrant's hand shall smite
Where with encircling might
All there are taught the right
With truth allied."

Samuel F. Smith in these lines was just saying in another way what our founding fathers had said so frequently in the early days, that the diffusion of knowledge as they so called it was an imperative bulwark of our country and a guarantee of liberty and freedom. And wherever the frontier was extended, there also was provision made for the institutions which should be responsible for the diffusion of knowledge—our public schools.

About 25 years after Samuel Smith wrote his historic words there was organized in Philadelphia the National Education Association. And as the public schools followed the frontier so also the National Education Association followed the steps of those who traveled the great trails across the country and wherever a school was established, there also the roots of a small segment of the National Education Association were planted and began to grow. There were great souls in that march—that forward march—of the diffusion of knowledge and great spirits, and men of great hearts. Their names are written large in the pages of history of the growth of our country.

About 100 years after the writing by Samuel F. Smith of these historic lines, there came to the National Education Association in Washington in 1935, a man of great stature, a man of firm convictions, and a man with a great heart—*Willard E. Givens*. Wherever the school had gone and wherever there was a small plant or small root, even, of the National Education Association, and wherever there was an educational need for pupil or teacher, there also went the heart of our great leader, *Willard E. Givens*, and there also, under his direction, went the services of the NEA.

Now, the Executive Committee of the NEA felt that tonight would be an appropriate time to give honor to *Dr. Givens* and also to *Mrs. Givens*, who has shared so abundantly in his life's work, by some token of appreciation from all the state education associations of the United States, the District of Columbia, Alaska, Hawaii, and Puerto Rico. It was the feeling of this group that certainly each state because of his intimate interest with the teachers in each of the states would like to make its individual contribution. So it was decided that each state association, including the District of Columbia, Alaska, Hawaii, and Puerto Rico, should select a book typical of its state and present it to him over the signature of the president of the state association, the vicepresident, the executive secretary and the NEA director or directors.

It seems particularly fitting that these remembrances and tokens of esteem should be books because books are so much the part of the life of the teacher. It is thru books that we transmit and diffuse knowledge of the ages to the uttermost parts of the earth. And may I say that most significant in this great heart of *Dr. Givens* was that it beat not only in sympathy with the needs of the children and the teachers of America, but it beat in sympathy with the needs of the children and teachers of the world.

In truth, it might be said of him that he understood full well the meaning of the words spoken by one of our leaders several years ago, "When the books of the world are open to the children of the world, only then shall we have mutual understanding between the peoples of the world and any hope for a permanent peace."

I should speak a little bit about *Mrs. Givens* because she has been such a great part of his life and work. Those of you who have been to NEA headquarters have seen that great mosaic of stamps of foreign countries which *Mrs. Givens*, waiting for her husband to finish the task at the office, had clipped from the

letters that had been received from the post offices of the world. They were letters from teachers in appreciation for the gifts of the teachers of America in the Overseas Teachers Relief Fund. Now *Mrs. Givens* has a new hobby; she is collecting the postmarks of all the post offices of America. She was telling me this evening that it was very interesting and that one can almost measure the strength of the National Education Association by the abundance or absence of post-marked letters from different parts of the country.

Well, I wish that we might have had in these books a postmark from every post office in this great country of ours.

Dr. and Mrs. Givens, would you please come forward?

(*Dr. and Mrs. Givens* did so.)

(Bookcase filled with books brought to front of platform at this time.)

And there they are. As an indication of the eagerness with which everyone wanted to have a part in this tribute, may I say the bookcase was made by the Sigma Nu Fraternity, the undergraduate fraternity in vocational training at Wayne University.

Tonight, *Willard*, if I may paraphrase and add just a little bit, "Tonight, among the teachers of America, your name leads all the rest."

(The convention arose in tribute to *Dr. and Mrs. Givens*, applauding.)

I don't know what little message is in each of these books, but I did pick a book at random—No. 3 in alphabetical arrangement—and this is the message that is written here which I am sure expresses the sentiment of all of us:

"With sincere wishes that your days may be filled with cheering memories of a job well done, and that your evenings may be pleasant ones, reading by the crackling fire."

BOOKS PRESENTED TO DR. WILLARD E. GIVENS BY NEA AFFILIATED STATE ASSOCIATIONS ON JUNE 30, 1952, IN RECOGNITION OF DISTINGUISHED SERVICE AS EXECUTIVE SECRETARY OF THE NATIONAL EDUCATION ASSOCIATION, JANUARY 1935—AUGUST 1, 1952

- ALABAMA—*Ante-Bellum Mansions of Alabama* by Ralph Hammond
- ALASKA—*Hearth in the Sun* by Laura Buchan and Jerry Allen
- ARIZONA—*Life Among the Apaches* by John C. Cremony
- ARKANSAS—*Arkansas*, W.P.A. American Guide Series
- CALIFORNIA—*A History of Education in California* by Roy Cloud
- COLORADO—*Stampede to Timberland* by Muriel S. Wolle
- CONNECTICUT—*Past and Present* by Odel Shepherd
- DELAWARE—*National Education in the United States of America* by DuPont de Nemours
- D. C.—*Constantino Brumidi—Michelangelo of the United States Capitol* by Myrtle Cheney Murdock
- FLORIDA—*Florida's Golden Sands* by Alfred Jackson Hanna and Kathryn Abbey Hanna
- GEORGIA—*Georgia, A Short History* by E. Merton Coulter
- HAWAII—*Hawaii's War Years* by Gwenfreed Allen
- IDAHO—*Joe Meek* by Stanley Vestel
- ILLINOIS—*The Story of Illinois* by Theodore Calvin Pease
- INDIANA—*Hoosier Caravan*, edited by R. E. Banta
- IOWA—*The Rivers of Three Valleys* by William J. Petersen
- KANSAS—*Autobiography of William Allen White*
- KENTUCKY—*The Thread That Runs So True* by Jesse Stuart
- LOUISIANA—*All This Is Louisiana* by Frances Parkinson Keyes
- MAINE—*Collected Poems of Edward Arlington Robinson*
- MARYLAND—*Maryland Main and the Eastern Shore* by Hulbert Footner
- MASSACHUSETTS—*The Peabody Sisters of Salem* by Louise Hall Tharp
- MICHIGAN—*Lake Superior* by Grace Lee Nute

- MINNESOTA—*The Doctors Mayo* by H. B. Clapesattle
 MISSISSIPPI—*Lanterns on the Levee* by William Alexander Percy
 MISSOURI—*Jesse James Was My Neighbor* by Homer Croy
 MONTANA—*Majestic Land* by Eric Thane
 NEBRASKA—*A Cycle of the West* by John G. Neihardt
 NEVADA—*Mark Twain in Nevada* by Effie Mona Mack
 NEW HAMPSHIRE—*New Hampshire* by Robert Frost
 NEW JERSEY—*Cockpit of the Revolution* by Leonard Lundin
 NEW MEXICO—*New Mexico Village Arts* by Roland F. Dickey
 NEW YORK—*A Century of Service to Public Education* by D. Emma Wilmer
 Hodge and Lamont Foster Hodge
 NORTH CAROLINA—*North Carolina History Told by Contemporaries*, edited by
 Hugh Talmage Lefler
 NORTH DAKOTA—*Red River Runs North* by Vera Kelsey
 OHIO—*Buckeye Country* by Harlan Hatcher
 OKLAHOMA—*Oklahoma—Footloose and Fancy Free* by Angie Debo
 OREGON—*Empire Builders* by Robert Ormond Case
 PENNSYLVANIA—*Thomas Henry Burrowes* by Robert Landes Mohr
 PUERTO RICO—*Puerto Rico—Caribbean Cross Roads* by Lewis C. Richardson
 Geographic Regions of Puerto Rico by Rafael Pico
 RHODE ISLAND—*The Browns of Providence Plantation* by James B. Hedges
 SOUTH CAROLINA—*A Carolina Rice Plantation of the Fifties* by Alice R. Huger
 Smith
 SOUTH DAKOTA—*South Dakota, A Guide to the State*, W.P.A., edited by M. Lisle
 Reese
 TENNESSEE—*Andrew Jackson, The Border Captain* by Marquis James
 TEXAS—*Texas, A World in Itself* by George Sessions Perry
 UTAH—*Utah, A Study of Her People* by Milton R. Hunter
 VERMONT—*Let Me Show You Vermont* by Charles Edward Crane
 VIRGINIA—*Virginia Reader*, edited by Frances Coleman Rosenberger
 WASHINGTON—*High Adventure* by Bob and Ira Spring
 WEST VIRGINIA—*A History of Education in West Virginia* by Charles H. Ambler
 WISCONSIN—*Old World Wisconsin* by Fred L. Holmes
 WYOMING—*Wyoming, Frontier State* by Velma Linford

(*Dr. and Mrs. Givens* faced the assembly.)

Dr. Givens: Mr. Gayman, ladies and gentlemen: We deeply appreciate what you are doing for us tonight. I want my fine teacher-wife to speak to you first.

Mrs. Givens: It will be only a voice from the gutter because I am clear behind everything—you see now why I don't go to parades! (Laughter.)

I have heard a good many beautiful things said about my husband in the last few days, a little longer than that, perhaps, and I have begun to feel—and particularly tonight—I have begun to feel that I ought to do something about it, because I have been very much upset many times because the office hours were more than eight in a day—more nearly 18 many of the days—and I felt just a little bit as if I were giving too much to the teachers of America.

Tonight, by this expression, you have convinced me that I was wrong. I hate to admit this publicly because I am going to have to spend the rest of my life with him and it might not be so good! We do thank you.

I cannot begin to express to you what it has meant to me to go about with him over this country and see the respect and the friendship that has been extended to him because people did believe he was doing a good job. (Applause.)

Dr. Givens: I want to add to what *Mrs. Givens* has said, our deepest appreciation for the expression of friendship which you are giving us tonight. My wife is an excellent reader. I am sure by the time September 1 comes and I get away from the job so I can start to read, she will have read all these books and told me the highlights so that I can begin my reading then.

There is nothing that would have pleased us more than what you have done

for us. We love these United States. In my work I have been in every state many times, and I am always glad to get back into all of them. We are planning to take a four months' vacation, beginning September 1, and coming back to Washington about January 1 and during that time we will be in many of these states, including the ones where we have lived most of our lives—Indiana, California, and Hawaii.

I shall not take more of your time. I want to say just this, that whatever we have been able to do with you in the last 18 years, we have done gladly and with a great deal of pleasure that we have had the opportunity and the privilege of working with you.

If I had as many lives as a cat is supposed to have, I would give them all to public education.

Thank you very much! (Applause.)

Chairman Caldwell: You know it has been said that back of every successful leader there stands two women—his mother and his wife. Accepting this statement, we would pay tribute now to the memory of a mother who was a school-teacher, one who brought up her son in the way he should go and then we would openly acclaim a lovely wife, who altho a widow most of this past year, has continued to be an inspiration to her husband.

Mrs. Miller, will you please stand? (Applause.)

A little more than a year ago I received this letter. It is signed by five of my teacher friends from the state of New Mexico. They were writing to me about a friend and a colleague, *J. Cloyd Miller*. They said that no problem was too great or too small for *Mr. Miller's* interest and help; that he had always been cooperative, that he had worked unceasingly for and with teachers in raising their status as a profession.

To quote the exact wording of the last paragraph, the letter said:

"*Mr. Miller* is a man any teacher will be proud to present as a professional leader and a friend, anywhere, any time."

Tonight the teachers of the nation share these convictions wholeheartedly with those from New Mexico, and so, ladies and gentlemen of the NEA—our national President!

(The convention arose, applauding, in tribute to *Mr. Miller*.)

Mrs. Lucy Cobb (New Mexico): The Deming Classroom Teachers Association has been proud to share with the NEA the services of our Superintendent during the past year. As we say in the Deming schools, we don't work under *Mr. Miller*, we work with *Mr. Miller* and I am sure that all of you who have been privileged to be associated with him during this past year have found that to be true.

Mr. Miller, in appreciation of your great ability as a leader in the field of education, in appreciation of your cooperation, your loyalty, and your good fellowship, I take pleasure in presenting to you on behalf of the Deming Classroom Teachers Association, this token of our high esteem for you.

(*President Miller* accepted the beautiful basket of flowers amid applause.)

President Miller: Thank you so much, *Miss Cobb*, and the Deming Classroom Teachers.

(*President Miller* then delivered his address, which is found on p. 9.)

FIRST BUSINESS SESSION

Tuesday Morning, July 1, 1952

PRESIDENT MILLER called the convention to order in the Masonic Temple Auditorium at ten o'clock.

President Miller: I now declare the First Business Session of this Ninetieth Convention of the National Education Association of the United States in session.

Our organ prelude which you enjoyed so much and applauded was played by *William Fox* of the Northwestern High School, Detroit.

Our invocation this morning will be given by *A. C. Flora*, a pastpresident of the Association, who lives in Columbia, South Carolina, and who is chairman of the Board of Trustees of the NEA—*Dr. Flora*.

Dr. Flora: Let us pray. Our Heavenly Father, we thank Thee for life, for health, and the opportunity of being present at this, the thirty-first meeting of the Delegate Assembly of the NEA. We pray that we be given the strength of mind and of soul to wage eternal hostility against every form of tyranny over the minds of the youths whom we teach.

Give us, we pray, the understanding and the courage to deliberate here with wisdom and with unity. We seek Thy guidance in all that we do during this session. Help us to go forward with increased service to youth.

We ask in Thy Name. Amen.

"Pledge of Allegiance" and group singing that followed were led by *Robert Jones*, Mackenzie High School, Detroit.

President Miller: There is going to be a lot of confusion here this week, because I just don't preside with that calmness and coolness that *Sarah Caldwell* and *Corma Mowrey* and *Andy Holt* and the other great presidents preside with. I want to introduce to you this morning two people who are going to be especially confused this week by me and one of them is our parliamentarian, *Mr. Bottolfsen*, of Arco, Idaho, and the other is our stenotype reporter, *Florence K. Marquardt* of Milwaukee, Wisconsin.

At this time we would like to adopt the Order of Business as outlined in your program. I will entertain a motion that this Order of Business be adopted.

(Motion so made by *W. B. O'Donnell*, New Mexico.)

President Miller: Mr. O'Donnell of New Mexico moved the adoption of the Order of Business as printed in our program this morning as a general guide. Is there a second?

(The motion was seconded by *Jean Rodriguez* of New Mexico, no discussion offered, placed before the body for vote, and carried without dissenting vote.)

President Miller: The Order of Business is adopted.

The next item of business is the adoption of the Rules of Procedure. I recognize *Ruth Ann White*, chairman of the Committee on Bylaws and Rules, of Rockford, Illinois.

Miss White: It was the custom until last year for the chairman of the Committee on Rules and Bylaws to read the Rules of Procedure at this session of the Representative Assembly. Last year the Representative Assembly voted to dispense with the reading of the Rules of Procedure. The rules this year are printed in your program on pages 18-19. They are the same as they were last year.

I wonder if you want to follow the action of last year's Representative Assembly and dispense with the reading of the Rules.

May I have unanimous consent to dispense with the reading?

President Miller: Is there any discussion? If not, I declare unanimous consent has been given.

Miss White: I move the adoption of the Rules of Procedures as printed on pages 18 and 19 of our *Delegates' Manual and Program*.

(The motion was seconded by *Beatrice Harvey* of West Virginia, no discussion offered, question called for, placed before the assembly for vote, carried, and Rules of Procedure declared adopted.)

RULES OF PROCEDURE

1. Each state delegation shall elect a chairman at the first meeting of delegates by states. In the absence of a delegate only an alternate shall take his place, and when there is more than one alternate of a state or local affiliated association the delegates of that association shall select the alternate to act.

2. There shall not be more than one nominating speech and two seconding speeches for any one candidate. Nominating speeches shall be limited to five minutes and seconding speeches to two minutes each.

3. Candidates for offices of president, first vicepresident, and members of the Executive Committee shall be seated on the platform at the first meeting of the Representative Assembly. Persons who will make the nominating speeches and the seconding speeches for these candidates shall also be seated on the platform. The candidates nominated for president shall be given an opportunity to speak for five minutes. Those for first vicepresident, and for members of the Executive Committee shall be given three minutes each. Candidates for the offices of the eleven other vicepresidents and the persons to make the nominations shall be seated in the regular Assembly.

4. No member shall speak in debate more than twice during the same day to the same question, nor longer than five minutes at one time, unless permission is granted by a majority vote of the Representative Assembly at that session.

5. All resolutions and all main motions submitted for consideration by the Representative Assembly shall be in writing and shall be signed by the maker and seconder. Discussion of proposed resolutions may be had only by unanimous consent or two-thirds vote before referral to the Committee on Resolutions.

6. Proposed amendments to the Charter, Bylaws, or to the Standing Rules to be acted upon at the next annual meeting of the Representative Assembly shall be submitted to the Committee on Bylaws and Rules in writing, not later than the Third Business Session of this Assembly. Such amendments shall be checked, reviewed, and, if necessary, edited by the Committee on Bylaws and Rules and presented by the chairman of the Committee at the closing business session of the Representative Assembly for the information of delegates, and printed as read to the Representative Assembly in the convention PROCEEDINGS and official publications of the Association. Amendments to the Standing Rules to be acted upon at a current meeting of the Representative Assembly shall be presented to the Committee on Bylaws and Rules at the First or Second Business Session of the Representative Assembly.

7. Resolutions for the Committee on Resolutions must be in the hands of the Committee not later than 8:00 A.M. of the second day of the meeting, and such notice shall appear in the *Delegates' Manual and Program*.

8. Copies of the report of the Committee on Resolutions shall be in the hands of the delegates previous to the time they are voted upon.

9. Voting on all proposed amendments to the Charter, Bylaws, and Standing Rules shall be on printed ballots and at the time and place designated for the voting of the officers of the Association. The Elections Committee shall be responsible for counting all printed ballots and shall announce the results at the final session of the Convention.

10. There shall be an official parliamentarian to whom questions may be directed thru the presiding officer only.

11. The adoption or acceptance of committee reports does not include approval of any requested appropriations. All appropriation requests shall be considered by the Representative Assembly at the time of the report of the Committee on Budget. The final approval of the Budget by the Representative Assembly shall be by roll call of states.

President Miller: If you will turn to page 20 of your Convention Program, you will find that the next order of business is the adoption of the Minutes of the San Francisco Meeting. Those Minutes were printed in the volume of PROCEEDINGS of the Convention and were distributed and would require hours and hours to read.

May I have a motion that the Minutes of the San Francisco Meeting be adopted as printed in the official PROCEEDINGS.

H. C. Roberson (Ohio): I so move.

(Motion seconded by *Cornelia Adair (Virginia)*, no discussion offered, motion

called for, placed before the house for vote, carried; Minutes of the San Francisco Meeting declared adopted as printed in the official PROCEEDINGS.)

President Miller: We will now have the Preliminary Report of the Committee on Elections. This is a preliminary report and does not require action. The report will be presented by *R. L. Booker*, principal, Glendale School, Prichard, Alabama, chairman.

Mr. Booker: I think it is very appropriate at this time to call attention of all the delegates to the voting for officers of the National Education Association on Friday, July 4, 1952.

Every delegate should vote. To exercise that duty and privilege, you will need to have your final delegate credential card. That card is very important, not only for your voting, but also for your National Education Association expense check. Your delegate ribbon is not enough. Bring your delegate card with stub attached and sign it in the presence of election judges.

It seems advisable to remind you that according to policy adopted by the Association, it is forbidden to campaign in the corridors or at the exits of the polling places. No placards, folders or other campaign materials are to be distributed or displayed during the election hours.

The polls will be open from 8:00 A.M. to 3:00 P.M., Friday, July 4, 1952 at the Statler Hotel in the Ivory Room which is located on the ballroom floor and at the Masonic Temple in the room where you registered which is located in the second basement. The designated places will be clearly marked. The results of the voting will be posted at the polling places in the Statler Hotel and at the Masonic Temple upon official verification of the completed count.

Each of you should be sure to vote.

President Miller: The Committee on Credentials is still meeting, so we will pass over that item. The next item on the agenda is action on proposed merger of Department of Secondary Teachers with Department of Classroom Teachers and I would like to recognize *Dr. Jesse Bond*, of California, who is president of the Department of Secondary Teachers.

Dr. Bond: *President Miller*, members of the Representative Assembly: Last year, on July 2, 1951, at the meeting of the Department of Secondary Teachers in San Francisco, the following proposal was unanimously passed and referred to the Representative Assembly:

In the mutual interest of both groups, the Department of Secondary Teachers hereby serves notice to the Representative Assembly of its proposal to merge with the Department of Classroom Teachers. This action fulfills the Bylaw requirements that notice be served one year in advance of action by the Representative Assembly regarding the merging of Departments. If the Assembly approves this recommendation at its 1952 meeting, the Department of Secondary Teachers will thereby be merged with the Department of Classroom Teachers.

That proposal was sent to the Representative Assembly last year and was filed with the Assembly at its meeting on July 6. Action endorsing this proposal is recorded on page 165 of the volume of PROCEEDINGS of last year.

Now, may I assure you, ladies and gentlemen, that that proposal was not made in a hasty fashion. May I in a minute or two give you something of the background, first by telling you a little bit about the Department of Secondary Teachers. It was established first as a Department of Secondary Education in 1886, continued uninterruptedly until 1924, when it lapsed and at a meeting in Los Angeles in 1931, it was reactivated; continued until 1939 as the Department of Secondary Education.

At that time its name was changed to the Department of Secondary Teachers and it has continued as such until the present time. Many leaders, self-sacrificing people, have participated in that Department over a long period of time: *Charles Stebbins*, *Ernest Lewis* of New York City, *Dr. Frederick Law* of the Reader's

Digest, *Dr. Lenora Vaughn-Eames*, *Dr. William Lewin*, *Dr. John Dugan*, to mention only a few of the large number of people who have worked vigorously in this organization over a long period of time.

The Department has sponsored many studies, chief among them being studies having to do with guidance and counseling of children, of curricular activities, of audio-visual education and activities and problems having to do with secondary education and problems of secondary teachers.

The Department for many years published the magazine, *Secondary Education*. Its last and distinguished editor was *Dr. Hardy Finch*. But in spite of the contributions and the good work generally of this Department of Secondary Teachers, it had some very serious handicaps. In the first place, its membership was quite small, seldom if ever going over 1000 in number; its budget, likewise, was almost always less than \$1000. Its membership was scattered about over the country, so that its studies had to be conducted entirely by independent individuals, which made it very difficult indeed.

Finally, along with a growing idea that the problems of one teacher in any one area are the problems of teachers in all areas, increasingly the attention of secondary teachers has gone to the Department of Classroom Teachers, a thing to be expected, and we of the Department of Secondary Teachers frankly thought a thing to be desired.

About three years ago, a number of meetings were held, first in Washington, then in New York, Atlantic City, and Philadelphia, concerning the idea and wisdom of merger. Finally a questionnaire was sent to the Department of Secondary Teachers. The overwhelming response came back for merging of the Department of Secondary Teachers with the Department of Classroom Teachers.

Following that, this proposal was prepared and presented to the members present in San Francisco last year, the proposal as I gave it to you a few moments ago. May I assure you, ladies and gentlemen, if this proposal is adopted this morning and it comes up for official action at this time, we of the Department of Secondary Teachers are in no sense discouraged whatever. We think this action is necessary if we are to continue as virile, upstanding, hard-working people with an opportunity for work.

I am glad to tell you that the Department of Classroom Teachers has been most cordial in welcoming us to their organization. Our Department of Secondary Teachers met with them yesterday. A showing of hands there indicated that about half of those present were elementary teachers and the other half secondary teachers, and so, *Mr. President*, this proposal is then before you at this time for whatever the Representative Assembly cares to do with it.

President Miller: Thank you, *Dr. Bond*, for that statement and now I would like to recognize *Mrs. Janie Alexander*, president of the Department of Classroom Teachers.

Mrs. Alexander: *President Miller*, members of the Delegate Assembly: First I should like to express my appreciation to *Dr. Bond* for presenting to you so clearly and concisely the steps which led up to the consummation of this merger. Representing the Department of Classroom Teachers, I should like to say that we are very pleased that this merger is about to be consummated. We feel that it will prove of mutual benefit, that it will coordinate, strengthen and unify our efforts.

I should like to move that the proposal as submitted by *Dr. Bond* for the merger of the Department of Secondary Teachers with the Department of Classroom Teachers be approved by the Delegate Assembly.

(Motion seconded by *Eleanor Bly* of Indiana, no discussion offered, placed before the delegates for vote, carried with unanimous vote and the merger was declared approved.)

President Miller: I want to commend you folks on that great, forward step.

The Committee on Credentials is now ready to report. I shall recognize *Francis L. Holsinger* of Maryland, second vicepresident of the Maryland State Teachers Association, and chairman of the Credentials Committee.

Mr. Holsinger: The Committee on Credentials met this morning at 9:15 in Parlor "F" of this Masonic Temple. The Committee selected a chairman and a subcommittee of four members who are as follows:

<i>James Heen Wong</i>	Hawaii
<i>Hazel Curtright</i>	North Carolina
<i>Lloyd Roland</i>	Oklahoma
<i>Elda Williams</i>	Ohio

Two rules governing the registration of delegates were adopted by the Committee:

1. Registration closes at 6:00 P.M. on Wednesday, July 2, 1952.
2. The subcommittee was empowered to act on any problems arising from late registration.

In addition, they made two recommendations regarding the seating of delegates:

1. The delegates will be seated on the main floor and the balcony of the auditorium.
2. Visiting members of the Association are to be seated in a designated section of the balcony.

A report was presented concerning the number of delegates who have registered as of 6:00 P.M., Monday, June 30, 1952. The count at that time was 3251.

Mr. President, I move the adoption of this report.

(Motion seconded by *D. E. Temple* of Oklahoma, no discussion offered, placed before the assembly for vote, and carried; report declared adopted.)

President Miller: It has been my pleasure the past two years to attend meetings of the World Organization of the Teaching Profession and there I have seen a man preside over a meeting of representatives from 30 or 40 nations of the world and I have seen him handle those meetings in a very, very efficient and smooth manner.

I have found that he is beloved by the educators of the world. He was elected president of the World Organization of the Teaching Profession at its first meeting and has been elected against his protest each year since.

This man is with us this morning and is going to give us a report on the World Organization of the Teaching Profession, *William F. Russell*, president of Teachers College, Columbia University, New York, N.Y. *Dr. Russell*.

(*Dr. Russell* then delivered his speech which will be found on p. 47.)

According to the Rules of Procedure which you adopted a little while ago, candidates for offices of president, first vicepresident, and members of the Executive Committee shall be seated on the platform at the first meeting of the Representative Assembly. Persons who will make the nominating speeches and the seconding speeches for these candidates shall also be seated on the platform. The candidates nominated for president shall be given an opportunity to speak for five minutes. Those for first vicepresident, and for members of the Executive Committee shall be given three minutes each. Candidates for the offices of the eleven other vicepresidents and the persons to make the nominations shall be seated in the regular Assembly.

I will now declare nominations in order for the office of President of the National Education Association.

I will recognize *A. L. Mattoon*, president of the Ohio Education Association.

Mr. Mattoon: Mr. President, members of the Assembly: The president of a state education association is extended many privileges and honors. I am now enjoying one of those privileges, because I have the opportunity to present to the delegates of this Assembly the name of the next president of the National Education Association, *Mrs. Sarah C. Caldwell*, of Akron, Ohio.

Mrs. Caldwell has served the profession long and well at the local, state and national levels. She helped organize and served as the first president of the

Akron Classroom Teachers Association and has been a member of the Executive Committee and Board of Directors of the Akron Education Association. She is a member of the League of Women Voters and Akron Interclub Council of Business and Professional Women.

The organized profession in Ohio has benefited from her abilities thru many varied channels—member of the program committee of the Northeastern Ohio Teachers Association, member of the Executive Committee of the Ohio Education Association Classroom Teachers Department, member of the Ohio Education Association Legislative Planning Committee, member of the Federal Relations Committee, and president of the Ohio Council of City Teachers Associations.

In 1948 *Mrs. Caldwell* was elected president of the Classroom Teachers Department of the NEA and “championed the cause of the classroom teacher and worked tirelessly for teacher welfare and advancement.” That administrators have an equally high regard for her abilities and professional stature was evident in 1950 when she was elected to membership on the important Educational Policies Commission of the American Association of School Administrators and the NEA.

Mrs. Caldwell's national background includes many other activities—chairman of the Program Planning Committee of the NEA Classroom Teachers Department, regional representative at the national Conferences on Teacher Education and Professional Standards, program participant at the North Central Regional and Classroom Teachers National Conferences.

Mrs. Caldwell is a member of the World Organization of the Teaching Profession and a life member of both the Ohio Education Association and the National Education Association.

In the summer of 1949 *Mrs. Caldwell* was sent as a representative of the NEA Department of Classroom Teachers to the meeting of WOTP in Berne, Switzerland. After this meeting she served as an ambassador of goodwill in Germany, Greece, Malta, Italy and Egypt. Since her return, she has filled numerous speaking assignments for the Department over the country.

During the year now concluding, *Mrs. Caldwell* has served the profession nationally as first vicepresident of this Association—served it ably and well. In her capacity as first vicepresident, *Mrs. Caldwell* has addressed thousands of teachers and administrators in numerous assemblies in all parts of the country. Consequently, *Mrs. Caldwell* is known by a large part of the membership of this Association and her ability as an educational leader is recognized and held in high regard by them. With *Mrs. Caldwell* as its president, the National Education Association will benefit from the personal, intimate concern with the problems of the individual teacher as well as the skillful, intelligent and diplomatic approach to those great issues confronting the profession which has so long characterized her leadership.

Mr. President, it is with great pride that Ohio nominates *Mrs. Sarah C. Caldwell* for the position of president of the National Education Association. (Applause.)

President Miller: *Mrs. Sarah C. Caldwell* has been nominated.

I shall recognize *Miss Eleanor Bly* of Indiana who desires to second the nomination.

Miss Bly: It is an honor to second the nomination of *Mrs. Sarah C. Caldwell* for the presidency of the National Education Association and to congratulate Ohio on having produced and presented so worthy a candidate.

I speak for Indiana's entire delegation which is on record to endorse and support the candidacy.

Sarah Caldwell needs no citation of merit; her record stands before the nation, not only for approval, but for admiration.

Of the many distinguished women in education who have given outstanding service there is none I can place above *Mrs. Caldwell* in:

1. A genuine, kindly concern for people, especially children and youth
2. Sincerity, modesty, personal dignity
3. Integrity of professional purpose

4. Quality and quantity of service to her professional associations
5. Skill in interpreting the American teacher and the American school at home and abroad
6. The ability to place service above self.

Let us not only elect *Sarah Caldwell*, as we shall, but let us give her our encouragement, confidence, cooperative efforts, and united action. And finally, let us offer her due appreciation for the superior leadership she will offer as our president. (Applause.)

President Miller: Eleanor Bly of Indiana seconded the nomination of *Sarah C. Caldwell* as president.

I shall now recognize *Everett Keith* of Missouri.

Mr. Keith: Mr. President, Members of the Representative Assembly: While serving on the elections committee with *Sarah Caldwell* at our meeting in Denver ten years ago, one recognized immediately her charming personality and effective performance. Since that time she has become recognized at home and abroad. Her contributions have been many.

It is needless to remind you that she is one of the most loved, respected, and widely known individuals in public education in our United States.

In times like these the highest educational positions in the country, and the world for that matter, must be filled by those having demonstrated most unusual qualities of leadership. One can say without reservation that *Sarah Caldwell* has demonstrated those qualities.

On the basis of what she has done, can and will do for the cause of education everywhere, it is a genuine pleasure and rare privilege on behalf of the Missouri delegation and all her many friends in Missouri, to second the nomination of *Sarah Caldwell* for the presidency of the National Education Association. (Applause.)

President Miller: Everett Keith has also seconded the nomination of *Mrs. Sarah C. Caldwell* of Ohio.

Are there other nominations? If not, I declare the nominations closed.

Are there nominations for the office of first vicepresident of the NEA? I know there are two and it is our custom to have these people draw by lot to see which will be nominated first, so I shall recognize the person who will nominate *Philip Wardner* of New York. *Mr. Coons.*

Edwin L. Coons (New York): Mr. President, fellow delegates: What an impressive experience it is to see gathered together, as we do today, educational leaders from all parts of the nation. As one stands here, he cannot help being filled with a profound realization of the power and the prestige this great organization enjoys. One becomes fully aware of the constructive leadership and of the broad vision that its chosen officers must have. With all this in mind, I want to tell you now why I am nominating *Philip Wardner* for the first vicepresidency of the National Education Association.

What do we want in an officer? Well, first we would want to be sure that he is thoroly schooled in organization work from the ground floor up. *Philip Wardner* is! The enthusiastic support of his candidacy by his local, county, and state teachers associations is good evidence of his successful experiences at these levels. His faithful and competent service in the highest offices and on the important committees of these organizations have won for him the respect, the admiration, and the warm friendship of his associates. Even now he is serving as a member of the Executive Boards of his local and state associations.

But *Philip Wardner* didn't stop there. As vicepresident and then president of the NEA Department of Classroom Teachers he made outstanding contributions to education and to our profession. He has been in charge of or has actively participated in the national classroom teacher conferences held at Oxford, Plymouth, Lindenwood, and Mills Colleges. In each case he has demonstrated organizational skill and dynamic leadership, both vital elements in developing teamwork.

His appointment to a three-year term on the National Commission on Teacher Education and Professional Standards is another indication of his competence. Those of you who have attended the Bloomington, Palo Alto, and Kalamazoo Conferences appreciate his willingness and capacity to shoulder important and difficult responsibilities. His appointment to the National Aviation Education Council, an organization of educators and representatives of the whole aviation industry is evidence that his interests and his influence have expanded in increasingly large concentric circles whose center is our educational goals. This experience with lay persons further qualifies our candidate. When "*Al*" *Smith* was Governor of New York State, his favorite expression was "Let's look at the record." We hope you will because *Philip Wardner's* record of service and of leadership speaks for him more clearly than I can.

The National Education Association is largely responsible for giving *Mr. Wardner* the opportunity to work for the teachers program on the national forefront. The NEA knows what he is, what he stands for, what he has done, and what he can and will do. From the ranks he has advanced to a position of recognized leadership in the teaching profession. In his official posts, representing the NEA, *Mr. Wardner* has been called upon to conduct speaking tours which have carried him the length and breadth of the United States. Furthermore, he had the distinction of serving as one of the five official delegates selected to represent the NEA at the Ottawa Conference of the World Organization of the Teaching Profession.

What other qualities do we want in our NEA officers? Do we not require intellectual honesty? The ability to speak forcefully? Intelligence, common sense, dignity, affability, poise, humility? Aren't those the characteristics we need in our leaders? *Philip Wardner* has them—all of them!

We can be proud, always, when he is our spokesman. Even more important than these desirable characteristics, tho, is *Philip Wardner's* ability to cope with the critical professional and educational problems of the day. At no time in the hundred-year history of this organization have its leaders faced a more urgent challenge. The attacks on public education, the threats to academic freedom, the realization that the time is ripe to give teaching what it sorely needs and richly deserves—a professional status second to none—these issues require the very best that we have to give of courage and of wisdom.

Philip Wardner understands the urgency of the problems facing education today. He believes that satisfactory solutions will be found only as the great forces of our professional organizations are brought to bear on these problems; he realizes that of all the responsibilities in a democracy the education of its youth is the most sacred. In our quest for professional status, in our ardent desire to solve educational problems, in the pursuit of our goal of human betterment thru education, we can find no more stalwart leader than *Mr. Wardner*.

In conclusion, may I inject a personal note? I have been a close friend of *Philip Wardner* for many years and have worked with him in our professional organizations. This I know: He is a tireless worker for the improvement of teacher status and welfare, for democratic procedures in education, and for higher standards within the teaching profession. He loves teaching and, by choice, is a classroom teacher. *Mr. Wardner's* high ideals of service to education have been a source of inspiration not only to me, but also to all with whom he works. Therefore, *Mr. President*, I am happy to nominate *Philip Wardner* for first vicepresident of the National Education Association. (Applause.)

President Miller: *Philip Wardner* of New York has been nominated for first vicepresident. Does anyone wish to second the nomination?

Harvey Rice (New York): In West Virginia where I grew up and was educated and taught school before going to New York, we had an expression which was the highest accolade we could offer to one of our fellows. That was that he was a gentleman and a scholar. On some occasions we added also, a judge of good liquor. The latter I do not apply to *Mr. Wardner* because I do not know of that

aspect of his personality. However, I do know that we are presenting to you a gentleman and a scholar, a scholar who is recognized in the state and in the National Council of Teachers of English as a nationally known teacher of boys and girls.

He is recognized professionally in the state of New York and elsewhere because of the leadership he has offered in the area of professional education. This year we are able to secure his services in New York as a member of the committee which is planning our local leaders workshop, which we annually hold.

In addition to that, the teachers of New York are proud of *Mr. Wardner's* reputation that he made as president of the Department of Classroom Teachers. Many of you know him for the gentleman that he is—indeed, hundreds of you do, because you came to know him during the year that he traveled into more than 42 of our states as president of the Department of Classroom Teachers.

We commend him to you for your consideration. *Mr. President*, I take very great pleasure in seconding the nomination of *Philip Wardner* for our first vice-president of the NEA.

President Miller: Mr. Rice seconded the nomination of *Philip Wardner* of New York for the office of first vicepresident.

Is there another second to the nomination?

Miss Ruth Ann White (Illinois): I consider it a privilege as an individual who has worked with *Philip Wardner* for several years, to second his nomination for first vicepresident of the National Education Association. As a leader in the classroom, Phil well understands the conditions in our schools today. As a leader in the organized profession on all levels—local, county, state, and national—he has received broad training and rich experience.

His keen mind, clear insight, and far-reaching vision make him an intelligent and resourceful leader as well as a very well-informed one. His refreshing wit, fluency of expression, and humility make him a popular leader. He is the type of teacher that brings greater prestige to our profession.

He has already served the profession well and given this service generously and willingly; but he deserves an opportunity for greater service and the NEA needs this service.

Therefore, I second the nomination of *Phil Wardner* for first vicepresident of the NEA.

President Miller: Ruth Ann White of Illinois seconds the nomination of *Philip Wardner* of New York for the office of first vicepresident of the NEA.

I shall now recognize *Herbert P. Lauterbach* of Pennsylvania, who will nominate *Mr. Stewart*.

Mr. Lauterbach: Mr. President, members of the Representative Assembly: The thought occurs to me that the old Pennsylvania Dutchman back home who spoke of his dear wife's ample proportions saying that "Bertha sits broad," might well have been describing your anatomical condition by Friday of this week if we do not come to the point very quickly. (Laughter.)

It is a splendid thing that for the ninetieth time the Representative Assembly of our Association meets to recognize again the great need there is for professional leadership to take the public schools of the United States into the direction democracy must go. It is a splendid thing that we gather from all of our states and territories, the leaders of our local, state and national associations who will deliberate this week and determine for the next week the policies of that great Association.

One of the duties you and I have had placed upon us in this National Convention is the selection of our leaders in the very near future. You and I have learned that there is much to be talked about in beautiful, flowing phrases but there is not anything which speaks louder than actions which have already been performed, things which have been written into the record, things which we can recognize as the man, the woman, who will lead us.

I, a classroom teacher in the State of Pennsylvania, speaking for my state asso-

ciation, with its unanimous endorsement, present to you the name of such a leader, *Dave Stewart*, who has given of his life to public education, whose record is written into the books of NEA, into our state association, whose work has become a part of the actual history of the commonwealth of Pennsylvania, as we find it written in the bills which he helped to sponsor and fight thru in our assembly, which benefit the teachers of Pennsylvania, which take into the school districts of Pennsylvania huge sums of money that were never there before.

His record is found in retirement fields, his record is found strongly on tenure bills. We who teach support *Dave Stewart*, recommend him to you strongly, have great confidence in your willingness to accept *Dave Stewart* as your friend, as he has always been ours. We look with confidence upon the record he will give us as first vicepresident of the NEA and gladly propose him to you—*Dr. David Stewart*, a teacher and administrator of great competence, of Pennsylvania.

Thank you.

President Miller: *David Stewart* of Pennsylvania has been nominated for the office of first vicepresident of the NEA.

Does anyone wish to second the nomination? I recognize *Evelyn Casey* of Minnesota.

Miss Evelyn Casey: After that fine speech, we hardly need a seconding speech for *Dave Stewart*.

Dave Stewart's Pennsylvania supporters have worked with him as a leader at the state and local level, but it has been my privilege and pleasure to work with *Dr. Stewart* at the national level. *Dr. Stewart* has served the NEA for three years as a member of the NEA Legislative and Federal Relations Commission. *Dave* patiently considers the national issues and then comes to conclusions which he can sincerely and conscientiously carry out. As a member of the Legislative Commission I also know how many rubber heels *Dave* has worn out on the hard marble floors of the Capitol. *Dave* is respected by Congressional members as well as educators.

I therefore wholeheartedly second the nomination of *Dr. Stewart* for first vicepresident of the NEA.

President Miller: *Evelyn Casey* of Minnesota has seconded the nomination of *David H. Stewart* of Pennsylvania as first vicepresident of the NEA.

Is there another person who desires to second this nomination?

Mr. Thomas E. Carson (Pennsylvania): Selecting leadership for the NEA calls for very considered judgment and is an important element in the deliberations of the Representative Assembly. We have a great multitude of leadership in the NEA and we call upon this outstanding leadership to carry over the program and the policies established by you, the Delegate Assembly.

We are assembled here today to select among other offices, the first vicepresident for the NEA. *Dave Stewart*, a native son of Pennsylvania, has been presented for your consideration. As a fellow administrator of *Dave's* in Pennsylvania, for many years, we administrators in Pennsylvania called upon *Dave* greatly for his advice and counsel and leadership. *Dave* has given great leadership in Pennsylvania, being a very successful classroom teacher and administrator.

Very frequently I hear the statement which sort of makes me cringe, when someone says, "But I am only a teacher." Administrators, if they are true administrators, are teachers and we should not be saying "But I am only a teacher," for *Dave* is a teacher, he has been a teacher and he always will be a teacher, because his fundamental purpose in education is to develop light and leadership and the forward movement and progress of education. His goal has always been and always will be the development of a sound, sincere, educational program for one purpose and one purpose only; a forward program for our children and the development of our schools and the improvement of our education for boys and girls.

We are happy to present to you for your consideration, and second the nomination of *Dave Stewart* for first vicepresident of the NEA.

President Miller: Thomas Carson of Pennsylvania seconds the nomination of Dave Stewart.

Are there other nominations for the office of first vicepresident of the NEA? Hearing none, I declare the nominations closed.

For the office of member of the Executive Committee, the names of three persons have been registered with us and they have drawn for places and the first person to be nominated will be *Martha Shull* of Oregon. I shall recognize *Margaret Perry* of Oregon.

Miss Perry: Two years ago, I had the distinct privilege of presenting at the St. Louis Assembly the name of *Martha Shull* of Portland, Oregon for the office of Executive Committee of the National Education Association. It was the decision of that assembly that she should be elected, and the Oregon Education Association, being proud of her work with and for you these past two years, now presents her as a candidate for reelection to this position.

Martha Shull's record of service as an outstanding classroom-teacher leader is distinctive at all levels, local, state, national and international.

On the local level in her home city of Portland, Oregon, *Martha Shull*, a life member of the NEA, has served in many professional, civic and organizational capacities as a committee member, officer and program consultant.

On the state level she has served on many important committees and commissions, has risen thru the ranks of professional organizations and was elected president of the Oregon Education Association. She has worked tirelessly and effectively for the worthwhile educational legislation that has kept Oregon moving forward in the upper ranks of education.

Martha Shull has given outstanding leadership as chairman of our state commission on teacher education and professional standards. She brings to us a background gained from her membership on the national commission. Because of her particular ability in organizing and conducting conferences, her ability to enlist the cooperation of her fellow workers, she has been chosen to direct the northwest regional commission conferences after her term of membership on the national commission has expired.

In recognition of her ability, our neighbors in the northwest joined us in electing *Martha Shull* as president of the Inland Empire, an education association comprised of Washington, Oregon, Idaho and Montana.

At the national level, in addition to her appointment to the National Commission on Teacher Education and Professional Standards, *Martha* has worked harmoniously with educational leaders when she was elected Northwest Regional Director of the NEA Department of Classroom Teachers.

She has participated in numerous national workshops and conferences. During the past two years in her first term on the Executive Committee, she has made significant contributions to the organization that represents the great body of teachers in the United States, the NEA.

In 1950 she was an official representative at the assembly of the World Organization of the Teaching Profession which met in Ottawa, Canada.

Her activities prove that she is eminently qualified to represent the nation's teachers on the Executive Committee, but just as important as her professional qualities are her charming personality, her keen intelligence, her personal integrity, her skill in human relations, her keen understanding of educational problems and unbounded energy to work ceaselessly to serve the best interests of the profession.

The Oregon delegation considers it a privilege and an honor to nominate for reelection to membership on the Executive Committee, *Martha Shull*, a competent, capable leader. (Applause.)

President Miller: *Martha Shull* of Oregon has been nominated for a position on the Executive Committee of the NEA. Does anyone wish to second the nomination?

Miss Mary Van Horn (Indiana): For a number of years many of us have observed the effective work of *Martha Shull* in the Department of Classroom

Teachers and with the National Commission on Teacher Education and Professional Standards.

Last week many of you witnessed the splendid contribution she made to the Centennial Action Program Conference at St. Mary's.

One feels that our Executive Committee work is in safe hands with the type of leadership *Martha* has exhibited there, and at all other times.

A subcommittee of the Executive Committee is at work studying the Bylaws of the NEA and making plans for revision. Because of this it is more important to have continuity in leadership now than at some other times.

Martha Shull's experience, leadership, understanding and her willingness to work will be of great assistance in helping us to arrive at the best solution possible for our organizational problems.

I commend *Martha Shull* to you. (Applause.)

President Miller: Miss *Van Horn* of Indiana has seconded the nomination of *Martha Shull* for the position of member of the Executive Committee.

I recognize *Dr. John L. Bracken* of Missouri.

Dr. Bracken: I rise to second the nomination of *Martha Shull* of Portland for re-election to the Executive Committee of the NEA.

I have served with *Martha Shull* on your National Commission for Teacher Education and Professional Standards; I can testify both as to her ability and to her devotion. We know the service which she has rendered to her region, to her state, and to her city. I have been privileged to see her in action there. I assure you she is honored in her own country.

Those of us who know the recent history of the NEA know the breadth and the scope of the policies and activities to which she has contributed so substantially. I honestly believe that one good term deserves another, so for Missouri, with infinite pleasure for her many friends in Missouri, for her countless friends here and across the country and for the future of our emerging profession with its teeming services for the boys and girls growing up in America, I proudly second the nomination of *Martha Shull*.

President Miller: *John Bracken* of Missouri seconds the nomination of *Martha Shull* for a position on the Executive Committee of the NEA.

I shall now recognize *Dr. Lee M. Thurston* of Michigan.

Dr. Thurston: Mr. President, and fellow delegates: When this Delegate Assembly of the NEA engages in the anxious business of choosing one of its members for service in the high office of member of the Executive Committee, two central questions should be asked.

1. Is the candidate fitted for that office of great trust by virtue of those indispensable personal and professional qualities of devotion to education, capability, idealism, judgment, dignity and courage?

2. Has the candidate demonstrated the possession and use of those gifts amid the exacting tasks of service and duty in our educational life?

Michigan has such an educator in *Colon L. Schaibly* of Kalamazoo, and proudly and respectfully she offers his name to this Delegate Assembly.

Mr. Schaibly is a career man in education. He has been teacher and principal in Michigan public schools continuously since 1928. He was president of the Kalamazoo Teachers Club for two years; served NEA in various positions of trust and responsibility. He was regional chairman, Board of Directors, vice-president and president 1949-50; served NEA as regional vicepresident 1950 to present date. He is a life member of the Michigan Education Association and the NEA.

His name is brought before this Delegate Assembly with the endorsement of the Kalamazoo Teachers Association, the Michigan Department of Classroom Teachers, the Michigan Education Association and I am sure the ardent support of all members of our Michigan educational family.

In *Mr. Schaibly* we give you a candidate whose character has been tested and tempered in the smithy of American education, a man devoted to education.

ardent, competent, sincere, friendly, diplomatic and courageous—courageous in these times that call so clearly to all educational leaders for courage.

Mr. President, I nominate for membership on the Executive Committee of the NEA, Michigan's fine, young educational leader, *Mr. Colon L. Schaibly*.

President Miller: *Mr. Colon L. Schaibly* of Michigan has been nominated for position on the Executive Committee of NEA. Is there a second to the nomination?

Miss Vivian Powell (Michigan): *Mr. President* and fellow delegates: It is my personal pleasure to second the nomination of *Colon L. Schaibly* of Kalamazoo, Michigan for the Executive Committee of our dynamic National Education Association.

Michigan is proud to present a favorite son to you, the delegates. *Colon* inspires confidence with the groups with whom he works. He attacks problems in a businesslike fashion. Over many years he has served the teaching profession in an energetic and capable manner. Teachers of Michigan recognize his competent leadership. We believe *Colon Schaibly* to be the best man for the job.

President Miller: *Miss Powell* has seconded the nomination of *Colon L. Schaibly* of Michigan for position on the Executive Committee. Is there another person who desires to second this nomination?

If not, I will recognize the person who will nominate *Mrs. Ruth Evans* of Colorado—*Miss Lillian Larson* of Colorado.

Miss Larson: *Mr. President*, fellow NEA members:

"Freedom must generate in progress—
That is what it means to be American."

Progress not only in the great technological advances of our day but progress in the realm of the intellectual, the moral, and the spiritual. If such progress is to materialize, the NEA must continue and must advance even further into the vanguard of educational leadership pursued so effectively for some years past. To accomplish this, great leadership is essential, leadership such as that given by our beloved and respected *Dr. Willard E. Givens*, leadership such as will be continued by our great and world-minded *Dr. William G. Carr*.

Because many of her co-workers and friends have recognized the splendid caliber of service given by *Mrs. Ruth M. Evans* of Denver, Colorado on the Executive Committee of the National Education Association, they have virtually drafted her as a candidate for a third term. It is our belief that her excellent background of experience, her understanding of the numerous facets of the work of the NEA, her grasp of the problems of education today, and her prestige are invaluable particularly at this time. Surely the transition *Dr. Carr* is soon to make from one great position to an even greater one as our new executive secretary would be facilitated by having experienced personnel on the Executive Committee.

For that reason the Colorado Education Association, the Department of Classroom Teachers of the Colorado Education Association, the Denver Classroom Teachers, and many others who know her record of efficient and distinguished service, proudly present *Ruth Evans* as a candidate for reelection to the Executive Committee of the NEA. Because she realizes that a gift for leadership is an obligation to lead, *Ruth* has graciously consented to offer her services for another term.

As a teacher in the Denver Elementary Schools, as an ardent worker in her local professional organization, as a capable leader in the many phases of the work of the Colorado Education Association, and as a member of the Executive Committee of the NEA, *Ruth* has given unstintingly of her time and abilities for the children and youth we teach and for us as members of the teaching profession. Outstandingly significant has been her contribution in the field of legislative activity both on a state and national level. Add to this her vivacious charm, her sincere friendliness, and her buoyancy of spirit and you realize why *Ruth* has

served her profession so splendidly. With foresight and vision she will continue to lead.

"Blessed is the leader who has not sought the high places but who has been drafted into service because of her willingness to serve."

"Blessed is the leader who marches with the group but interprets correctly the signs on the pathways that lead to success."

"Blessed is the leader who considers leadership as an opportunity for service."

Such a teacher and professional leader is *Ruth Evans* of Colorado. Your vote for her will be a vote for a stronger NEA whose vision and accomplishment will expand into greater and greater services to our communities, our states, our nation, and the world.

When you cast your ballot Friday, I know you will want to reelect *Ruth Evans* of Colorado to the Executive Committee of the National Education Association. (Applause.)

President Miller: *Ruth Evans* of Colorado has been nominated for the position on the Executive Committee.

I shall now recognize *Mrs. May C. Smith* of New Jersey.

Mrs. Smith: *President Miller* and members of this Delegate Assembly: In recognition of her record of outstanding service to the profession and of her thoro knowledge of the work, aims, and purposes of the National Education Association, New Jersey is proud to second the nomination of *Mrs. Ruth Evans* of Colorado for membership on the Executive Committee of the National Education Association. (Applause.)

President Miller: *Mrs. Smith* of New Jersey has seconded the nomination of *Ruth Evans*.

I now recognize *Mr. Wesley Erbe* of Iowa.

Mr. Erbe: It is a pleasure and a privilege to second the nomination for the reelection of *Mrs. Ruth M. Evans* of Colorado.

Mrs. Evans is at present serving as a member of the Executive Committee and should be returned to that position. In these troubled times we look to experienced people, we look to the record of people when making our choice in our leaders. *Mrs. Evans* is a native of Iowa, she taught school in Iowa and later, in the Denver schools.

Mrs. Evans is a person who has secured the confidence of not only the people of Colorado and Iowa, the states in which she has lived, but of the teachers of the nation. She has served well on the local, state and national level; her record speaks for itself. She deserves to be returned to the Executive Committee of our organization.

Thank you.

President Miller: *Wesley Erbe* of Iowa seconds the nomination of *Ruth Evans*.

Are there any other nominations for the position of Executive Committee member? Hearing none, I will declare the nominations closed. I call your attention to the fact that there are two positions on the Executive Committee to be filled and there are three candidates and now nominations are in order for the position of vicepresidents of the NEA. These are the eleven other vicepresidents. I am going to request that you go to a microphone, give the number of the microphone, your name and state, say "I nominate—" give the name and state of the person, without any nominating speeches.

Mr. Albert Johnson (Massachusetts): It is my pleasure to place in nomination as one of the vicepresidents *Mrs. Margaret H. Burke* of Springfield, Mass.

I think you said there should be nothing further said than that, but I do wish to call your attention to the fact that she is chairman of the Resolutions Committee.

President Miller: That's fine—we will accept statements like that. *Mrs. Margaret H. Burke* of Massachusetts has been nominated.

Jesse Black (Utah): Utah takes pleasure in nominating a man for this office of vicepresident and this man is *Dr. John C. Moffitt*. He is one of our fine educational leaders, outstanding in his work in legislation and public relations and we

feel it an honor to present *Dr. John C. Moffitt's* name in nomination for this position.

President Miller: *Dr. John C. Moffitt* of Utah has been nominated.

Mr. Robert J. Hannelly (Arizona): We of the Arizona delegation take great pleasure in presenting the name of our present NEA director, *Miss Alice Vail* of Tucson in nomination for one of the vicepresidencies.

I should like to remark briefly that she has had experience on the local, state and national level and I believe she epitomizes more than anyone the service, intelligence and humor that go to make a good teacher. She has been for 29 years a teacher in Tucson Senior High School and we solicit your vote for her.

President Miller: *Miss Alice Vail* of Arizona has been nominated.

Miss Mildred McCormick (Louisiana): I have a great struggle to follow these directions, just as the others have, but I am determined to follow them. Louisiana takes great pride in presenting the name of *Miss Loretta Doerr* of New Orleans for one of the vicepresidents of the NEA.

President Miller: *Miss Loretta Doerr* has been nominated.

Miss Mary Condon (Montana): I, too, shall follow the lead of the fine lady from Louisiana, curtail my remarks, only say that I would like to nominate *Mr. D. D. Cooper*, president of our State Education Association of Montana for one of the eleven vicepresidencies at this time.

President Miller: *Mr. D. D. Cooper* of Montana has been nominated.

Mr. Ed Henderson (Florida): The Florida delegation would like to ask the privilege of changing this procedure for just a moment—we would like to present *Mr. S. W. Curtis*, executive secretary of the Florida State Teachers Association to make the nomination for our state.

Mr. Curtis: I am happy to place in nomination the name of *George W. Gore, Jr.*, of Florida, for one of the vicepresidencies of the NEA.

I want to assure you that he is eminently prepared educationally and otherwise for this fine position and I think the delegates will do well to elect him because this is the opportunity to make this Association a one-world association.

I place in nomination the name of *Dr. George W. Gore, Jr.*, of Florida.

President Miller: *Dr. George W. Gore, Jr.*, of Florida has been nominated.

Mr. Wilmer L. Schultz (Connecticut): Connecticut proudly places in nomination a person who is a classroom teacher and also a pastpresident of the Connecticut Education Association. I nominate *Mrs. Elma C. LeBlond*.

President Miller: *Mrs. Elma C. LeBlond* has been nominated.

Mr. Andrew Mitchell (Nevada): I represent a state of six delegates and we find it rather hard to get enough votes to elect a president of the organization, so we are asking for an honorary vicepresident in the name of *Miss Flo Reed* of Nevada.

Mr. George Hollister (Wyoming): The delegates from Wyoming would like to present the name of *Mr. Jesse L. Goins*, superintendent of schools, Cheyenne, Wyoming. *Mr. Goins* is a pastpresident of our Wyoming Education Association.

President Miller: *Mr. Goins* of Wyoming has been nominated.

Mr. Mariano Villaronga (Puerto Rico): Speaking for the delegation from Puerto Rico, I am honored and gratified to submit as our candidate for one of the vicepresidencies of the NEA, the name of a great educational leader, the president of the Puerto Rico Teachers Association, *Mr. Virgilio Brunet*.

President Miller: *Mr. Virgilio Brunet* of Puerto Rico has been nominated.

Mr. James Cullen (New York): The New York delegation voted unanimously this morning with 84 delegates present to endorse the candidacy of *Mr. Brunet* of Puerto Rico. A few short years ago Puerto Rico came here with eleven delegates; today they have 60 to 70 representatives here, they occupy positions of honor in the front of the assembly. I think that demonstration alone should command the respect and the support of the NEA.

Mrs. Mary Noecker (Michigan): Michigan, your host state, would like to second the nomination of *Mr. Brunet* of Puerto Rico.

President Miller: Only ten persons have been nominated. Eleven are to be nominated.

Mr. Clinton Thurlow (Maine): Without further comment, Maine wishes to place in nomination *William S. Brawn* as a vicepresident of the NEA.

President Miller: *William S. Brawn* of Maine has been nominated. That gives us a full slate of eleven, but are there any other nominations? Hearing none, I declare the nominations closed.

The 21 state directors who are to be elected are nominated by the state delegations. If you have not already done so, the states who are nominating directors this year should bring the names of the candidates to the desk.

And now we shall present the candidates for the offices of president, first vice-president and Executive Committee.

I shall first introduce *Mrs. Sarah C. Caldwell* of Ohio who has been nominated for the position of president, who will make a statement to you.

Mrs. Caldwell: *President Miller* and members of the Representative Assembly of our NEA: With your permission, may I first say "thank you" to *Eleanor Bly* and *Everett Keith* for their seconding speeches. The words are simple, but the meaning is very deep and to my personal and professional friends in the great states of Indiana and Missouri whom they represented, that means you, too.

To stand before you is an inspiration. To contemplate being your president gives rise to feelings of deep humility and great responsibility, for I have long recognized the importance of the presidency of the National Education Association of the United States.

If I am to serve in this high office, I humbly offer you my best efforts, my devoted loyalty, my abounding enthusiasm and all of my energy. I pledge you that I will do everything in my power to bring the full force of the influence of our united profession to bear toward the achievement of the objectives that are set forth by the members of this Association.

However, I believe that to each one here, and to those whom you represent, has been delegated the responsibility to promote these goals, too. Achievement comes from working together. In the incredibly complex world that is ours, the importance of the individual has not declined. Knowledge and skill and hard work are as important today as they ever were. But as our human relations expand and grow more complicated, no one person can solve our problems. They require the energies of countless thousands of educators of all kinds of abilities who can take the initiative in all fields of endeavor. They need the intelligence of everyone in the profession.

This is the age of cooperation!

To me it is clear that if we are to advance and safeguard American education, we must all give our utmost, thru cooperative efforts based on strong foundations and guided by blueprints established by our predecessors, to strengthen the profession of teaching.

This means there can be no complacency, no easy business-as-usual attitude. We can't sit on our favorite doorstep and let the rest of the world go by. The job calls for a versatility, a perspective and a spiritual courage greater than we have ever had before. We must earnestly believe in the importance of our great profession, take pride in being a skilled teacher and unite in independent professional associations to protect, aid and inspire each other in this great calling.

We should not, we must not be satisfied until ours is a profession in which the members

1. Find joy in helping to build better human beings
2. All work together harmoniously, thru democratic practices, for the benefit of children and youth, realizing that progress is made not by what we gain, but by what we give
3. Recognize that a sound program of work must always be held to the plane of reason and fact

4. Are undaunted by the challenge of further goals, even daring to set higher standards for themselves.
5. Fearlessly oppose all forces that would seek to place selfish interests or financial gains above the interests of our boys and girls.

Toward the achievement of such a profession I pledge anew this morning to give unstintingly of myself, my time and my resources. (Applause.)

President Miller: It looks as tho Ohio, mother of presidents, is about to give us another president. (Applause.)

We do not yet have at the platform the names of the directors nominated by the states of Mississippi, New York, Texas, Wyoming and Puerto Rico. Please send those names to the desk immediately, because these names must go to the printer this afternoon in order that the ballots be ready by Friday morning.

Other candidates will have three minutes in which to speak, and will speak in the same order in which they were nominated.

I would like to present *Philip Wardner* of New York.

Mr. Wardner: I think it is fortunate that the nominating speeches are some time in the past, because if I had to address you immediately following those marvelous things which were said about me by the gentleman who nominated me, and the seconding speeches, I should have been blushing bright red! I scarcely recognized myself. I think what they meant to say was that that was what I would try to be.

I would like to greet all of my friends from all over the country whom I have met and talked with before. It is true I have lived in grave times. We are living in a period of doubt and fear and confusion. I think the educational forces in this country are facing some of the greatest problems that they have ever faced before, but I am convinced and persuaded that the educational groups of this country are the least confused of the people in the world today and that they are steadily becoming clearer and clearer in their objectives.

I think the simple objective that all of us are working for and for which I shall work as hard as I can possibly do if I am elected to this office is to guarantee for the boys and girls of this country, equal education for every American child in this country. We are moving into a new day in education. We have found a unity in the diversity of our professional organizations, in the diversity of our programs and the diversity of our values.

We do not need a greater simplifier such as some of the nations of this world have fallen victim to in order to go forward in a clear direction, unified but not uniform. We are going steadily ahead and I would like to say that if elected, I shall be most happy to support the work of *Mrs. Sarah Caldwell*, with whom I have worked before, and for whom I have unbounded admiration.

Thank you. (Applause.)

President Miller: Now I wish to present to you *David H. Stewart* of Pennsylvania.

Dr. Stewart: I welcome this opportunity to make a brief statement to you. I have only one language in regard to my speech and that is the language of the spirit. I believe in and have worked for strong, dynamic, professional organizations because I know the great, forward steps in education have come from strong professional organizations and that the great steps in the future will likewise come from organizations.

I believe an organization is strong and dynamic when it is united in purpose. I believe the fundamental purpose is the kind of education we want for all the girls and boys of our country, and that is the purpose around which we must resolve all of our other differences in order to be united.

I believe an organization is strong and dynamic when its program is supported by all who are engaged in the work of education. I believe an organization is strong and dynamic when we translate our talk and our resolutions into work and actions.

I believe that the strong, dynamic type of organization which I have described will meet successfully every challenge public education faces.

To this I pledge you my heart and my hand. (Applause.)

President Miller: For positions on the Executive Committee, I wish to introduce *Martha Shull* of Oregon.

Miss Shull: Mr. President, and you noble and durable members who are still here: It seems to me that the great thing about the NEA in the last 50 years of uncertainties and uneasiness, has been its steadfastness of purpose. In 1857 the purposes were stated as:

To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States.

It has been said that political parties are organizations which have forgotten their real purpose, but luckily the NEA has not forgotten its real purposes. I think that is due largely to the kind of leaders you have elected and I think especially to the vision and wisdom of *Willard Givens*. He has managed to maintain an adequate balance between those two phases of our purposes in an amazing way.

The great need at present is for more understanding by more persons of the functions and purposes of NEA. It amounts to an enlightened self-interest and when I say that I mean just a particular thing, like Humpty Dumpty in *Through the Looking Glass*, who said, "When I use words, they mean what I intend them to mean; nothing more nor less."

I mean a sort of selfish altruism, because as you look at people you see the people who are really happy are those who are working hard for something more important than themselves, people who devote their energy and their time to working with other groups on worthy projects that will benefit others.

In the next place, it is of benefit to all of the people and particularly to our notion of a democracy and to our present democracy, which we seldom sufficiently appreciate.

Of course, NEA is not perfect, but it has been said that the man who wears the shoes knows where it pinches even better than the man who watches him walk and the NEA Executive Committee has been aware of that—all phases of the organization have been aware of that.

Certainly, tho, in the last 50 years the NEA has been finding more and more ways for more and more individuals to develop to the fullest extent their own abilities and interests. In the tremendous changes that have resulted from the transition from the horse and buggy age, which I remember, to the present air age, it is amazing that some verities and some stabilities have remained sure and that the vital significance of every individual is still real.

In the last issue of *The New Yorker* for 1951, one item in "The Talk of the Town" summarized 1951 as being notable for corruption, treachery, graft, and fear, but, the article said, there were other influences. "The persons who steadied our country during 1951 are largely unknown; most of them never will be known. A schoolteacher somewhere, who managed to speak a word that touched off something in a scholar's mind or heart; a parent somewhere, who tended the green plant of childhood and gave it strength; a stranger in the streets, who uttered a phrase of liberality that took hold. . . . To them, whoever they are and wherever they may be, we send our gratitude and our felicitations."

Because of NEA, there will be more of such persons. (Applause.)

President Miller: I present *Colon L. Schaibly* of Michigan.

Mr. Schaibly: Mr. President, and fellow delegates: During the last couple of days, you have heard a lot about the warmth of Michigan hospitality. I assure you that we have tried to make you feel at home here in Detroit. I assure you, too, that the warmest of all the delegations is that large group of faithful and devoted souls from Michigan sitting 'way up there nearest to heaven for almost two hours, now, but we do sincerely hope that when you come to close your deliberations in Detroit and leave here, and in the days remaining this year

and in the years ahead, that you will look back with a great deal of pleasure upon the experiences that you had and wish again that you were back in Michigan.

The Michigan Education Association is this year marking its 100th anniversary of dedication to the service of education in this state and in April of this year, some 5000 teachers from all over this commonwealth filled this auditorium and pledged themselves anew to the problems that will confront education in the second century of the existence of our state organization, and you, the good teachers from all about us, have honored us in Michigan deeply by coming to Detroit in this, our Centennial Year, to hold this great convention and for that we thank you very much.

I am indeed grateful to the good people of my state for placing me in nomination to the position on the Executive Committee and if by your actions next Friday you should elect me to serve you in that capacity, may I pledge you my best in three things: I would pledge you a sincere diligence to service; I give you a dedication to the problems that continue to face the NEA and I give you a sincere and honest devotion to our profession.

Thank you. (Applause.)

President Miller: I present *Mrs. Ruth Evans* of Colorado.

Mrs. Evans: We in this auditorium today represent the largest professional organization in the world. We are proud and, indeed, we should be, of our past accomplishments and achievements. However, we cannot rest on past achievements. It is the future of this great organization which challenges each of us today.

The teachers of America must be the vanguard to preserve our democratic way of life. Strength and force can resist evil, but understanding and persuasion are the more worthwhile powers which we must strive for.

I believe in a united profession where we work together for the good of the boys and girls and the community as a whole.

I believe in a fearless profession. We must set our sights high and then remember that it is not just faith, but hard work which attains those goals.

I believe in an unselfish profession. Too often today we hear, "What do I get out of belonging to my local, state or national organization?" rather than, "What may I give to the local, state or national organization?"

Perhaps, as we look to the future, we should consider changing our emphasis. Since one of the first adages we learn is, "It is more blessed to give than to receive," rather than relating all the advantages and emphasizing the heritage which is ours by belonging, we should play up the fact that the future depends on what we give. As you give, so shall you receive.

If it be the wish of this assembly that I return to the Executive Committee, I assure you I will give my best to the future of this great organization—our National Education Association. (Applause.)

President Miller: We will carry over the other items of business until tomorrow morning, as it is now past twelve o'clock and I will declare this meeting recessed until 9:30 tomorrow morning, Wednesday, July 2, 1952.

(Meeting then recessed at 12:10 P.M. Tuesday July 1, 1952.)

SECOND BUSINESS SESSION

Wednesday Morning, July 2, 1952

PRESIDENT MILLER called the Convention to order at 9:30 A.M.

President Miller: The Second Business Session of the thirty-first Representative Assembly of the National Education Association is now in session.

Our organ prelude has been played by *Harry Bunnell* who accompanied the pageant so beautifully last night on the organ. (Applause.)

The invocation this morning will be given by *Alice Latta*, Coeur d'Alene, Idaho, president-elect of the Department of Classroom Teachers of the NEA,—*Miss Latta*.

Miss Latta: Our Father, give us the challenge of working for a cause greater than ourselves, the educating of our American boys and girls. Let each one of us realize that what we do as individuals does count. Let us work together for the promotion of free education, so that our country may remain free and strong. Amen.

"Pledge of Allegiance" and group singing that followed were led by *Roy Parsons*.

President Miller: Thank you, *Mr. Parsons*.

I wish that you would turn to pages 20-21 of your official program. Yesterday we recessed at the point where the amendment to Article II, Section 1 (a) and Article III, Section 3 of the Bylaws was to be presented. This amendment was presented last year in proper manner.

It is printed in your program. I believe there is no reason for us to read it again, but I would like to ask *Miss Margery Alexander* of North Carolina, who offered the amendment, if she would like to discuss the amendment at this time? I will recognize *Margery Alexander* of North Carolina.

(Not present at this time.)

Does anyone wish to discuss the amendment?

Miss Cornelia Adair (Virginia): I am sorry *Miss Alexander* is not here, because I want to speak in opposition to the amendment. As you know, I have been interested for some time in the Bylaws and the Constitution of the NEA and some years ago I asked that we call our secretary, executive secretary, and it is because of that mistake which you unanimously allowed me to make some 15 years ago that I want to speak in opposition to this amendment.

Our Charter, which is granted by the Congress of the United States, provides for a secretary, who shall be the secretary of the Executive Board. It does not provide for an executive secretary and there is where our first mistake was made. This resolution would insert the word secretary in front of the executive secretary, and give to the executive secretary all the duties that *Mr. Givens* is now performing, but make the secretary who is established by the Charter, simply a recorder. We have in our plans now a committee that is reorganizing the Bylaws of the NEA. I hope very much that we will not go contrary to the Charter and make our secretary established by the Charter simply a recorder, but that we will vote against this amendment and allow any necessary changes that may have to be made in order to make the Charter and Bylaws conform, allow those suggestions to be made by our duly constituted committee.

I am sorry *Miss Alexander* is not here, but in her absence I still must ask you to vote against the amendment.

President Miller: Any further discussion of the amendment?

Mr. Rex Turner (California): Our delegation has discussed this amendment very carefully and thoroly over a period of time. We are opposed to it for two reasons. One has been mentioned already and that is it seems to us that any change should be the result of careful committee discussion and consideration and not something that would be perhaps a hint of patchwork in our program.

It has been pointed out that there is a committee giving this very careful consideration, giving very careful consideration to a complete revision of our national structure of the NEA, and therefore, if this is necessary, it should be included in that total revision.

Perhaps a second point that should be presented at this time is that should we do this, it will be necessary to present this for congressional approval and perhaps it would not be wise at this time to make this presentation for a minor point, when later on it may be necessary to take to Congress a number of different changes.

Therefore, as the California delegation, we would like to record our opposition to this proposal.

President Miller: I recognize *Miss Alice Latta* of Idaho.

Miss Latta: I also wish to speak against this amendment. Most of the arguments that I had in mind have already been presented. There is an inconsistency in wording between the Charter and the Bylaws, but the administrative practice as it has been carried out by *Dr. Givens* has seen to it that there was no actual conflict.

If this amendment were carried, there would be the possibility of a division of loyalty—remote, perhaps, but the difference in source of appointment, one secretary being appointed by the Board of Trustees, executive secretary, and this additional secretary whose duties would seem to be largely clerical, being appointed by the Executive Committee.

To avoid any possible conflict, to put the changes to the Charter before Congress all in a group seem to be very good reasons for opposing this amendment.

President Miller: Any further discussion of the amendment? If there is none, then the amendment will appear on our official ballot Friday morning, because that is in line with the Bylaws of our organization and I will close the discussion of it.

(*Miss Alexander* appeared at this time and was recognized by the Chair.)

Miss Margery Alexander: On Monday at the meeting of the Board of Directors, the argument was used that these amendments to the Bylaws violate the NEA Charter. I have carefully read the Charter. The word executive secretary does not appear in the Charter. However, the Charter clearly states in Section 7 (d):

“The Board of Trustees shall elect the secretary of the Association.”

These amendments to the Bylaws, in accordance with the Charter, provide that the Board of Trustees shall elect the secretary of the Association and in addition states the duties of said secretary and provides that the executive secretary be elected by the Executive Committee. As you know, the Bylaws now provide that the executive secretary be elected by the Board of Trustees. The NEA Department of Classroom Teachers elects a secretary for the Department and its Executive Committee elects an executive secretary of the Department.

The NEA Charter states that the Association shall have a treasurer, yet we know that in addition the NEA has an assistant secretary for Business. In my opinion the NEA should have both a secretary of the Association and an executive secretary to carry out the policies of the Representative Assembly, the Board of Directors and the Executive Committee.

The Charter provides in Section 7 (a) that the Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years and the president of the Association. Only one member of this group is selected by the delegates of the Representative Assembly.

The Charter states that the Permanent Fund of the Association shall be in charge of the Board of Trustees. According to the Charter and the Bylaws, the policy making groups of the Association are the Representative Assembly, the Board of Directors and the Executive Committee. Therefore, it seems logical that the executive secretary should be selected by the Executive Committee. The Representative Assembly elects eight of the eleven members of the Executive Committee, namely the president of the Association, the junior pastpresident, the first vicepresident, the treasurer, and four members. The Board of Directors elects two of its members to the Executive Committee. In addition the chairman of the Board of Trustees is a member.

For more than ten years I have felt that the executive secretary should be elected by the Executive Committee because it is good administration to provide that the executive secretary be selected by the group whose policies he is responsible for carrying out.

During these years I have refrained from presenting an amendment to the Bylaws because it might have appeared to be personal. After the executive secretary had stated that he was retiring at the end of this year, these amendments were submitted to you last year because it is more democratic to have the executive secretary elected by the Executive Committee.

President Miller: Is there any further discussion?

Miss Janie Alexander (Texas): It is an old adage, but a true adage that a house divided against itself cannot stand. If we pass this amendment it simply means that we are dividing our house. It means a division of responsibilities, a division of duties, a duplication of many things that seem most unnecessary. I think nothing is more convincing, nor more significant than results. We have heard all during this

convention the facts about the work of our executive secretary. For eighteen years we have grown steadily, we have had a tremendous expansion in growth, and membership, and services.

Why change horses in the middle of the stream?

Thank you.

President Miller: Any further discussion? If not, we will pass on and I will repeat again that it will be voted on Friday on your official ballot.

Note: To complete this record, the following is a reproduction of:

Article II, Section 1 (a)

(Words or phrases in italics to be added; those in brackets are to be deleted.)

Article II

Section 1. (a) The officers of said corporation shall be a president, a first vicepresident, eleven other vicepresidents, *a secretary*, an executive secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws. (See Act of Incorporation, section 6, first paragraph.)

Add an Additional Paragraph

(g) The executive secretary of the Association shall be elected by the Executive Committee for a term of four years, or for an unexpired term if a vacancy should occur during the regular term.

Article III

Section 3. The secretary of the Association, elected as provided in the charter, shall make or supervise the making of a full and accurate record of the proceedings of the Board of Trustees, the Executive Committee, the Board of Directors, and the Representative Assembly. After proper approval of such records, he shall certify the official copy to the executive secretary for the permanent record of the Association.

The executive secretary shall keep [a full and accurate] *the permanent* record of the proceedings of the general meetings of the Association and all meetings of the Board of Directors and of the Executive Committee, shall conduct the business of the Association as provided in the Act of Incorporation and these bylaws, and, in all matters not definitely prescribed therein, shall be under the direction of the Board of Directors or of the Executive Committee acting for the Board of Directors, and, in the absence of instructions from the Board of Directors or the Executive Committee, shall be under the direction of the president. *The executive secretary shall be the head of the employed staff of the Association and shall serve as the administrative director of the activities and affairs of the Association; his compensation shall be fixed by the Executive Committee.*

President Miller: If you will turn to page 34 of your Official Program, we shall resume with Action on Committee and Commission Reports. The first committee will be the Committee on Citizenship, presented by *Emma Mae Brotze*, Marshall, Texas, chairman.

Miss Brotze: Mr. President and members of the Delegate Assembly: Your Citizenship Committee proudly presents a brief report of its work. American citizenship is a high privilege and a great responsibility. Because of the time of great crises and rapid change in which we live, the demand for effective citizenship has become more imperative.

The teacher plays an important role in citizenship education. The Committee therefore has dedicated a major portion of its activities for the year in preparing material which will assist teachers in their citizenship education programs. I mention only a few of these listed in the report.

The Development of Local Association Activities Leaflet No. 4 which gives eight approaches to citizenship activities. (Each augmented in report.)

The distribution of kits of 30 items to help inaugurate programs and promote more interest in citizenship.

The preparation of a series of bibliographies titled *Approaches to Citizenship Education* which lists films, plays and pageants with annotations.

The co-sponsorship in the preparation and distribution of a pamphlet on citizenship in the school titled *The Captain Had It Easy*.

The publication of two *Journal* articles on citizenship activities.

I hope you will send for these. In addition to these activities designed to reach the individual teacher, the Committee in cooperation with the Department of Justice has planned the Seventh National Conference on Citizenship to be held September 17, marking the first celebration of the new Citizenship Day recently designated by unanimous vote of Congress.

The Committee believes that with its work with lay and professional groups, it is serving America in a very direct way. That this service may be expanded, we make the following recommendations. (See p. 319.)

We are convinced that American teachers share a great responsibility in America's future. The NEA has an enviable place of leadership in the field of citizenship. The Committee pledges its best efforts in seeking to maintain this leadership.

I move that this report be received and filed.

(Motion seconded by *Harry F. Frank* of Maryland, no discussion offered, question called for, motion placed before the assembly for vote, carried without dissenting vote; Report of the Committee on Citizenship declared received and filed.)

President Miller: I have a letter which I wish I had had yesterday after *Dr. Russell* gave his report. It is written by a teacher who visited America under our Overseas Teachers Relief Program, and he has asked that I read it to you:

To the NEA Convention:

Mr. President,

Honoured members and delegates of this convention:

In 1950 I was invited by the Overseas Teacher Fund of the NEA to visit the United States and study your school system.

I shall never forget the unsurpassed hospitality and kindness I met from the American teachers. Herewith I want to tell you that we overseas teachers never will forget your wonderful contribution to international understanding.

Our visits over there have stamped the educational system in many of our countries.

It is with great pleasure we learn that you have appointed *Dr. William G. Carr* to succeed *Dr. Willard E. Givens* as executive secretary of the NEA. We all know *Dr. Carr*, and we know that the NEA will continue to have an outstanding leader and grow in leadership. *Dr. Carr* has thousands of friends all over the world.

I greet you all with thanks. Cordially yours,

M. Jorgen Norgaard, principal,
Kommuneskolen, Tørring, Denmark.

(Applause.)

We will now listen to the report of the National Commission on Safety Education. This report will be presented by *Hubert Wheeler*, Jefferson City, Missouri, a member of this Commission.

Mr. Wheeler: I, too, am happy to make a brief report of the discussion meeting of the Commission on Safety Education which met yesterday.

The need for safety has been obvious in our country since the early days of its history. In a society which becomes increasingly more complex as the population multiplies and the hazards increase because of our technological age, the National Commission on Safety Education feels that education is traveling in the right direction when it becomes safety conscious. People are not born with the knowledge and skills necessary for safe living. These in some manner must be taught and acquired.

We feel that a safety education program should have as its ultimate aim not merely the avoidance of accidents at all costs. A rich life must include more purpose and fulfillment than its own perpetuation. Safety in itself is not a purpose in life, but it is necessary if we are to continue to enjoy the things for which we do live.

It is to this end, then, that the National Commission on Safety Education endeavors to implement the program at all levels—not to isolate safety education as a separate subject, nor to boost it to a dominant position in the school or in general living, but rather to foster intelligent recognition and methods of safety as means to the more significant goal, effective living.

The discussion group, meeting yesterday, called attention to many of these needs, exchanged information and shared experiences which exemplified the principles just stated.

Among the participants at the discussion session yesterday afternoon, there was general approval of the following recommendations. (See p. 341.)

President Miller: Mr. Wheeler has moved that the report be received and filed.

(Motion seconded by *Velma Linford* of Wyoming, no discussion offered, placed before the body for vote, carried; Report of the National Commission on Safety Education declared received and filed.)

President Miller: For a number of years, it has been the custom of the NEA to invite the National Commander of the American Legion to speak at our National Convention and it has also been the custom for the American Legion to invite the president of the NEA to address their convention.

It was my most enjoyable pleasure last October to address the convention of the American Legion at the auditorium in Miami, Florida. I have never been treated as a celebrity more than at the American Legion Convention and was heard with the greatest of courtesy. We have had excellent relationships with the American Legion over a long period of years, almost since the organization of the American Legion.

The National Commander of the American Legion this year is a young man who comes from the same city in West Virginia from which our beloved junior past-president, *Corma Mowrey* comes, Clarksburg, West Virginia.

It is my pleasure at this time to present to you our friend from the American Legion, *Don Wilson*, National Commander of the American Legion.

(*Mr. Wilson* then gave his address which will be found on p. 63.)

President Miller: *Commander Wilson*, we appreciate your making that great effort to come and be with us this morning. I know how difficult it is to leave the beautiful island of Puerto Rico.

The report of our cooperative motion picture program will be presented by *B. I. Griffith* of the Ohio Education Association, who is representing the Committee of the National Association of Secretaries of State Teachers Associations, cooperating with the NEA—*Mr. Griffith* of Ohio.

Mr. Griffith: *President Miller*, members of the Delegate Assembly: It is my great honor to present to you today for its world premiere showing, a motion picture, "What Greater Gift," and we are to have as a dividend, in addition to the showing of that picture, a premiere showing of the American Education Week motion picture trailer, to which you have been accustomed in the past.

You are to have the opportunity at this time to see the picture that will be available for motion picture use during American Education Week. It is also my pleasure to say that the projection of these pictures today is being presented thru the courtesy of the Eastman Kodak Company. They have brought to this auditorium from Rochester a special auditorium art projector and a special auditorium speaker and we are indebted to them for the good production that you will see.

Now, just a few things about the picture that you are to see and I am supposed to talk here for about three minutes while the people arrange for the projection. A few years ago the secretaries of the State Education Associations discussed with the Executive Committee of the NEA the question of presenting to the American

public certain basic truths about public schools and about the teaching profession and they decided that these truths were so important that the NEA and the state associations and the local associations should cooperate in this venture and they decided that as one means of doing this, we would present a series of five motion pictures.

The first of this series was presented last year and the basic truth presented there was that public education is the basis of American democracy. The basic theme back of the picture that you will see today is that the teaching profession has certain responsibilities, certain skills to contribute to the welfare of our country.

Now, just a word about how these pictures are produced. The NEA is underwriting the cost of the production of the films. The state associations are purchasing copies and making them available to local associations. Local associations or boards of education or any other group that want to purchase copies directly from the NEA may do so.

The next point I presume is, you want to know when you may be able to obtain this picture. I am told that after August 1 you should be able to borrow this picture from your state education association office.

A word about what you may do with the picture, if you like it: First of all, the picture is clear for television and if you want to use it over local television stations, you may do so.

Second, it may be presented to any number of community groups—that is, PTA, service clubs, all types of organizations, and because the picture does present the skill and the romance of the teaching profession, it does have a place in this great problem that we have immediately before us and that is of recruiting people to our profession. People that have seen it in the sneak preview say that such a picture would have value to high school students thinking about going into teaching.

It is now my pleasure to present to you for its world premiere showing, the motion picture, "What Greater Gift." Thank you.

(Showing of film followed.)

President Miller recalled the Convention to order at 11:10 A.M.

President Miller: Our next report will be that of the National Commission for the Defense of Democracy Thru Education. This report will be presented by *John W. Davis*, Institute, West Virginia, chairman of the Commission, *Dr. Davis*. (Applause.)

Dr. Davis: I am sure that all of us join in the enthusiasm and loyalty for the NEA as manifested always by the West Virginia delegation.

(For the full report of the activities and recommendations of the Committee see p. 338.)

Mr. President, I move the acceptance of this report and reference of it to the appropriate committee for implementation.

(Motion seconded by *Jennie L. Davis* of Ohio, no discussion offered, placed before the delegates for vote, carried; Report of National Commission for the Defense of Democracy Thru Education declared so accepted and referred.)

President Miller: It is my intention to recess this convention at twelve noon, so that those of you who have signed up for the trips may go, so I would like to request that you stay until twelve o'clock, at which time we will adjourn so that you can go on the tour.

The next report is of the Joint Committee of the NEA and the American Legion. The report will be presented by *Lloyd T. Uecker*, Mitchell, S.D., co-chairman.

Mr. Uecker: *Mr. President,* ladies and gentlemen:

As co-chairman of the Joint Committee of the NEA and the American Legion, and as chairman of the NEA half of the Joint Committee, I am charged with the responsibility of making the report of the Joint Committee to the Delegate Assembly.

(The report and recommendations of the Joint Committee may be found on p. 328, 329.)

This report was prepared some months ago. We submit it to you at this time with the deletions and changes that I will indicate to you.

Page 15, last paragraph, under (c), delete the word “public”—I’ll explain why in a moment,—7th line from the bottom of the left hand column, reading (c) federal aid to public schools without federal control—delete “public” so that it reads, (c) federal aid to schools without federal control.

This was one of the topics of discussion at our last meeting. It is not a recommendation—we discussed federal aid in all its facets . . . the term “public” is misleading, so we delete the word “public” just to clarify that point of our discussion. There is no reference to a federal aid program as such.

The next change or deletion I guess I had better call it, is on page 15, the second column under the Committee recommendations, No. 5 at the bottom of the page. We are deleting No. 5 in its entirety and again I want to explain why a bit later.

Then, on top of page 16, No. 6 becomes No. 5
No. 7 “ “ 6
No. 8 “ “ 7.

Now, this is what you should have: the names of *Allen B. Willand* and *R. Worth Shumaker* on page 14, right hand column should be interchanged; on the left hand column, page 15, the seventh line from the bottom, delete the word “public”; under the right hand column we delete item 5 entirely. On page 16 we change the recommendation numbers 6, 7, 8 to 5, 6, 7.

Now, briefly, my reason: I told you we discussed all phases of aid to education, therefore the word “public” is misleading, because “public” was one of the many phases of aid to education that we discussed.

Now, No. 5 may cause some confusion in your minds, you may wonder why we are deleting that. The two great organizations, the NEA and the American Legion, are responsible to their Executive Committees and to the mandates given them at conventions. The American Legion meeting in Los Angeles in October, 1950, adopted a resolution which they call Resolution 191. This resolution is identical with the one which we printed here, except the word “public” was not used.

The American Legion Committee cannot because of this mandate insert the word “public.” The NEA, on the other hand, adopted by resolution in San Francisco a year ago, this same resolution with the word “public” inserted. This is a report of the Joint Committee. The American Legion cannot insert the word “public,” because of their mandate, the NEA part of the Committee must insert the word “public.”

The only solution then was in this particular report to leave out that Item 5 or Recommendation No. 5. I don’t think that is serious because the NEA has endorsed federal aid to public education in most of its reports in this convention.

I am not going to read the report in its entirety, I have given you the deletions and changes.

It is the recommendation of the Joint Committee that this report as deleted and changed be accepted by this convention. I am not a member of the Delegate Assembly this particular year, I cannot make the motion that this report be received and filed, but I hope someone will do that chore for me.

President Miller: Thank you, *Mr. Uecker*.
I will recognize *Mr. Paul Wamsley* of New York.
Mr. Wamsley: I take pleasure in moving that this report be received and filed. (Motion seconded by *Mr. Hupp E. Otto* of West Virginia, no discussion offered, placed before the body for vote, carried; Report of the Joint Committee of the NEA and the American Legion declared received and filed as amended.)

President Miller: The next report will be that of the National Council on Teacher Retirement. This report will be presented by *Richard E. Hyde*, Charleston, West Virginia, chairman.

Mr. Hyde: The Report of the National Council on Teacher Retirement may be found on p. 31 of the Summary of Reports.

In 1951 the Council devoted considerable time to studying what is usually called the “social security problem.” This study culminated in the approval of the second resolution given at the end of this report.

At its 1952 meeting in St. Louis, the Council approved the following resolutions:

1. Strengthening of Existing State Retirement Systems

Be it Resolved, That the National Council on Teacher Retirement adopt a constructive and aggressive program directed toward the strengthening of each teacher retirement system to the end that the present and prospective benefits will not in any way be diminished, curtailed or impaired; that each system be urged to take all necessary steps to correct any deficiencies or weaknesses with respect to financing, the rates of benefits, and the scope of its benefit schedule.

2. Social Security

The National Council on Teacher Retirement reaffirms its belief that an adequate state or local retirement system, operating under state law, offers the best financial security to members of the teaching profession.

Further, the National Council on Teacher Retirement will continue to work actively to improve the existing local and state retirement systems along the lines outlined from time to time by the Council.

However, the Council recognizes that Section 218(d) of the Social Security Act, excluding from federal old-age and survivors insurance public employees in positions covered by a state or local retirement or pension system, has not prevented the repeal of retirement laws in several states.

The Council further recognizes that current proposals to amend Section 218(d), if enacted by Congress, would not adequately protect retirement rights of members of existing systems.

Therefore, the Council hereby resolves that in addition to steps taken thru state legislation to achieve these objectives the executive and legislative committees are authorized to take whatever steps are necessary, including the preparation and/or the support of federal legislation to preserve retirement benefits in the event of old age and survivors insurance coverage so that the combined benefits are better than the retirement benefits provided by the state or local retirement system prior to old-age and survivors insurance coverage, and further, that such legislation provide that such old-age and survivors insurance coverage be extended only after a proper referendum.

3. Improvement of Benefits

Whereas, the continuing increase in the cost of living is making it difficult for retired teachers to live satisfactorily on present retirement allowances; therefore

Be it Resolved, That the National Council on Teacher Retirement recommends that each retirement system make a careful study of its benefits, looking toward more liberal payments; and

Be it further Resolved, That in securing the improvement of benefits all interested groups including teachers' associations and administrators use care not to violate good actuarial practice and study all such proposals carefully as to their soundness before adoption.

4. Clarification of Vested Rights

Be it Resolved, That the National Council on Teacher Retirement urge each now protected by legal contractual rights with respect to their pensions, the National Council on Teacher Retirement recommend that each retirement system make every effort to secure the adoption of constitutional safeguards or such other appropriate legislation as may be necessary to establish a contractual relationship under which the benefits and accrued rights and expectancies of its members may not be diminished or impaired.

5. Reciprocal Legislation (Vesting and Continuity of Pension Credit)

Whereas, the problem of providing adequate retirement benefits for the itinerant teacher is a serious one and difficult to solve, due to the differences in the various state retirement laws; therefore,

Be it Resolved, That the National Council on Teacher Retirement urge each retirement system to so frame its laws that teachers with five or more years of service credit in any retirement system may be assured of deferred retirement

benefits should they continue in teaching service until they reach retirement status under membership in some other teachers retirement system; and further, that provision be made for teachers not covered by deferred benefits to purchase service credits in the system where they are now members.

Since I am not a delegate, it will be necessary for someone else to make a motion for receiving the report.

Mr. John W. Davis (West Virginia): I move the report be received and filed.

(The motion was seconded by *Mr. Otto* of West Virginia, no discussion offered, placed before the assembly for vote, carried. Report of the National Council on Teacher Retirement declared received and filed.)

President Miller: The next report will be that of the National Commission on Teacher Education and Professional Standards. It will be presented by *Waurine Walker*, Austin, Texas, chairman.

Miss Walker: The resolution creating the Commission in 1946 clearly charted the work it was to undertake for the profession. Its work is to seek conditions which will mark the achievement of true professional status for teaching. Such conditions can only be attained thru the aggressive mobilization of the one million practicing members of the profession toward their realization. This the Commission has sought to do. Such mobilization has been focused around efforts of the profession toward steadily improving the standards under which teachers work.

From the outset, the Commission has sought the active cooperation of all organizations having an equity in the advance of teaching and of all segments of the profession.

The response has been encouraging, often inspiring. A total of 27 states have upgraded minimum certification requirements for teachers since 1946. Eighteen states have adopted, since 1946, the minimum requirements of four college years of professional preparation for all beginning teachers, and are now enforcing this requirement or have established future dates for it to become effective, making a total of 33 states which are now committed to this minimum requirement. The developing trend in certification across the nation is quite clearly toward the minimum of four college years of professional preparation for beginning teachers; toward five and six college years of preparation for full professional qualification.

Improvement in teacher preparation and welfare provisions has paralleled that of certification. The preparation of teachers has increased significantly. The Commission's first salary policy statement has been adopted widely, either as local policy or mandated by state schedules. The 1951 revised statement of the Commission, calling for professional salaries ranging from \$3200 to \$8000 and above, has been adopted by the NEA Board of Directors and already is having widespread influence in securing adjustment of the salaries of teachers to the realities of the economic situation.

There are two developing situations of great concern to the profession which the Commission respectfully calls to the attention of the Representative Assembly. They are (a) the proposal to establish a professional accrediting procedure for teacher education, and (b) the increasingly grave threat of the national emergency to wipe out the gains that have been made since 1946 and to nullify the whole professional standards movement.

With regard to the first, a concrete proposal will be placed before this Representative Assembly. The proposal will be presented this morning by *Dr. Finis Engleman*. The Commission hopes that the Representative Assembly will act favorably upon this proposal.

The threat of the present national emergency to the professional standards movement is real and pressing. For six years now the profession has made steady, even remarkable advances in the matter of standards. The Commission, however, would be less than realistic did not it recognize the grave reality of the present situation.

All of the factors, plus some added ones, which were used as bases for lowering standards during World War II are with us again. Paramount in the emerging situation are the unprecedented birth rates of the past 12 years, with consequent

increased demands for buildings and teachers. The gravity of this situation is heightened by two rather prevalent attitudes: (a) The reluctance of school people to present forcefully to the public the unpleasant information regarding essential facilities and services necessary for this mounting school population, and (b) adherence of many school people to the traditional concept that education should be kept inexpensive.

The Commission's fifth annual study of teacher supply and demand in the United States, published in April, reflected an increasing shortage of elementary teachers. Only one-fifth of the number of new elementary teachers needed by the schools for 1952-53 were prepared during 1951-52. Every evidence we have indicates that this situation will become much more acute before it can possibly begin to improve.

A relatively new factor is serving to make the situation one of extreme gravity. In the past, teaching was largely without widespread competition for the services of women. Today a multitude of industrial, business, and defense positions are competing for the services of women at substantially higher rates of remuneration than is prevalent in teaching.

The shortage of elementary teachers, the heavy toll which federal taxation is taking of local resources, and the increasing reluctance to provide from local tax sources the funds to meet the rising costs of construction and salaries are creating pressures to lower standards. These pressures are already evident. They have already brought about lowering of standards in a few states. State licensing authorities are now being importuned to lower requirements to staff the schools. This is the same demand that wrecked many public school systems during the war years. Acceding to this demand will not provide a solution to the problem of teacher supply. At best it can only prove to be a temporary palliative.

Somewhere, sometime the profession must come to grips with this recurring philosophy that the lowering of standards will increase the supply of teachers, for to continue to temporize, to compromise with this philosophy, is to continue to postpone the time when teaching can become a true profession. The Commission wishes to emphasize to each and every member of this Assembly, and, thru you, to every member of the profession, that to accept or acquiesce in this expedient now means just one thing: the postponement for another generation of the hope we all have for the achievement of a profession of competence, dignity, and respect.

The only valid approach to providing an adequate supply of qualified teachers is the seeking of standards which assure universal professional competence and professional respect. Furthermore, we can be certain that all other conditions of teaching services will tend to parallel the level of standards. To permit the lowering of standards is to guarantee ultimately the lowering of salaries and the diminution of other essential factors in the professionalization of teaching.

This nation has the wealth to secure what it wants strongly enough to pay for it. It has the wealth and human resources to secure, prepare, and retain a competent teacher in every classroom. But it will not pay the price, nor be conscious of the need, so long as the profession itself accepts a bargain-basement concept of teaching. (Applause.)

But an attitude of resistance by the profession, alone, is not enough. Positive steps are necessary. The Commission suggests the urgency of the profession's widespread concern and action toward bringing about a reasonable balance in teacher supply and demand. The developing situation requires a vigorous, aggressive nationwide plan for the identification and selective recruitment of capable young people for teacher education.

If the teaching profession is true to its obligation, it shall vigorously and continuously assert that irreparable harm can result to children from the employment of unqualified teachers. The philosophy that no harm can result from the temporary use of sub-standard teachers is a specious one. There is no more dangerous assumption than the one, that incompetents cannot scar and mark children with whom they work.

These two problems—accreditation and the impact of the emergency upon the

professional standards movement—are of paramount importance to the teaching profession. We need your awareness of the full meaning of these problems. We must have your united support in an aggressive attack upon them now.

Mr. President, I move the acceptance of this report and that it be filed.

The motion was seconded by *John Milne* (New Mexico).

President Miller: The motion has been seconded. Is there any discussion?

Mr. Clayton Sieber (New York): I would also like to second the motion. I would also like to add that from the classroom teachers' point of view we feel this to be one of the most significant steps taken by education in a long time and I hope that this Representative Assembly will give its unanimous and wholehearted support to this motion. (Applause.)

(Motion then placed before the assembly for vote, carried, and Report of the National Commission on Teacher Education and Professional Standards declared received and filed.)

President Miller: *Dr. Finis Engleman*, State Commissioner of Education, Hartford, Conn., member of this Commission, will discuss the relationship of accreditation to the professionalization of teaching.

Dr. Engleman: I speak to you at the request of the executive secretary of the NEA and a member of the National Commission on Teacher Education and Professional Standards.

In 1945 we won the most devastating of all wars. Never before were so many conquered by so few. Never before had trained minds proved such distinct superiority over the uneducated. The first NEA Representative Assembly immediately following this war was in 1946. One thing was crystal-clear. Education, too, had suffered frightful losses. The profession had depleted ranks, and morale was at a new low. Professional standards simply had to be raised.

I think it is worthy to note that at this meeting there was a renewal of faith on the part of the Representative Assembly that the basic foundations on which this country stood were sound. There was a reaffirmation in the belief of the dignity of man and the importance of a society of free men. It was also clear that that group not only renewed its faith in the basic values for which America had stood, but in public education as the foundation on which any society of free men must rest. Again it was clear that as the military saved the nation in war so the teachers are the bulwark of defense and strength in times of peace.

It was at this meeting of bold reckoning and courageous action that the National Commission on Teacher Education and Professional Standards was created. Its task was clearly stated. Its responsibilities were fixed; recruitment, selection, preparation, certification, and advancement of standards, including standards for institutions preparing teachers, were its charge. Since the Commission was formed it has striven for all and with all in the nation to achieve the goals set for it. Since that time the Commission has assiduously sought and received the counsel and intelligent help of all segments of the profession. Raising standards for teachers is a task for all and in all geographical areas in this nation.

In 1948 the Commission really came to grips with the accrediting problem. At the Bowling Green Conference a special group studied for almost one week this problem and came out with a recommendation that the organized profession take vigorous action toward raising the standards of institutions that prepare teachers. In each regional and national conference since that time this problem has been analyzed, studied, and debated. At the same time many other educational groups also have studied this question. Among them are the colleges preparing teachers, the National Council of Chief State School Officers, the National Association of State Directors of Teacher Education and Certification, and others.

As a result of these many deliberations the Commission initiated a meeting in Washington, D. C. on April 27, 28, and 29 of 1951 to which 16 able people were invited. They represented the National Education Association, the American Association of Colleges for Teacher Education, the National Council of Chief School Officers, and the National Association of State Directors of Teacher Education

and Certification. The spirit that permeated this meeting was one of soberness and of cooperativeness. Penetrating analyses were made of the problem. To that group the first major problem before the teachers of America is that of making teaching accepted as a major profession. This was considered to be the most important objective to be sought. Without such status teachers can not assume the leadership, the responsibilities that their tasks demand. The committee set to work carefully and cooperatively to devise an instrument that would be reasonable and suitable for determining adequate standards for those higher education institutions that prepare teachers.

There was a second meeting of this group at a later date. It was interesting to note that at this time, too, the lines held. There was vigorous determination, there was a spirit of unity and a spirit of unselfishness that carried the group forward to refine their proposal, to set target dates for achievement, and to identify obstacles in the way.

In the meantime the parent organizations studied the proposal and all have to date approved it with the exception of this Representative Assembly.

What is this proposal? It is simply this: a National Council for Accreditation of Teacher Education, which will have 21 members—three from the National Council of Chief State School Officers, three from the State Directors of Teacher Education and Certification, three from the National School Boards Association, six from the colleges preparing teachers, and six from the National Education Association. No claim is made that we have a perfect organization, nor perfect instruments for evaluation. We do know that it has been studied assiduously by tens of thousands of our profession, and with hardly any exception, supported. This I know.

Teaching must attain the full professional stature. This nation is no stronger than the qualities of the teaching personnel that staff our public schools. Full professional stature can never be received as long as any institution with any program, with any kind of faculty, with any kind of admission standards, with any type of facilities, with any purpose, may turn out graduates who may freely enter our schools as teachers. The profession must show concern and play a part in this movement. This I believe.

We have the cooperation, the strength, and the unity thru this proposed Council to develop and apply standards which will immeasurably improve teacher-education programs. You no doubt will be interested to know that this proposal has been presented to and approved by the Executive Committee of the NEA, the Board of Directors of the NEA, the National Association of Secretaries of State Education Associations, the Department of Classroom Teachers of the NEA, and the American Association of School Administrators. If you adopt this proposal, you will in my judgment demonstrate further a professional maturity which you now can demonstrate. You will join the procession of honored major professions for showing concern with the quality and character of preparation of those who join your ranks.

In 1946 you gave your Commission a job of prodigious importance to do. We on the Commission have worked at it with all the skill, devotion, and wisdom we have. We have effectively enlisted the support of many thousands. This Council is the result of many deliberations. We believe it should be approved by you. We do not believe that it is perfect now; we believe that we can, however, make it a practical, workable instrument. We ask your support.

I believe that the chairman of our Commission, *Miss Walker*, has the exact proposal to present to you.

Thank you. (Applause.)

President Miller: We will discuss the matter. I will recognize *Miss Walker* again.

Miss Walker:

It is Moved:

That the National Education Association approve the establishment of a National Council for Accreditation of Teacher Education;

That the National Council for Accreditation of Teacher Education shall be a joint body consisting of 21 persons, six of whom shall be selected by the NEA Executive Committee from nominees submitted by the National Commission on Teacher Education and Professional Standards, representative of the teaching profession, each of whom shall serve for a term of three years, except for the first appointees, of whom two shall serve for a term of one year, two for a term of two years, and two for a term of three years, such persons and terms to be designated by the NEA Executive Committee. No appointee shall serve on the Council for more than two consecutive terms. Vacancies shall be filled in the same manner;

That the NEA representatives on the Council shall represent the teaching profession, shall consult with the National Commission on Teacher Education and Professional Standards, shall advise with the NEA Executive Committee and the Board of Directors, and shall report annually to the NEA Representative Assembly thru the National Commission on Teacher Education and Professional Standards:

That the National Council for Accreditation of Teacher Education shall be authorized to serve the following functions:

1. to formulate standards for teacher preparation through continuous research and thru consideration of the recommendations of all organizations concerned with the preparation of teachers;

2. to devise ways and means of evaluating institutional programs of teacher education by the application of these standards on the request of an institution and the state authority responsible for the accreditation desired by the institution;

3. to publish lists of institutions accredited by it;

That the National Education Association's financial responsibility for the operation of the Council shall be determined annually by the Representative Assembly, and with the National Commission on Teacher Education and Professional Standards submitting its recommendations on the matter to the Representative Assembly at appropriate times.

Mr. President, I move the adoption of this motion.

Mrs. Mary F. Noecker (Michigan): I would like to second this motion and may I make this comment, that the Michigan delegation wants to go on record as unanimously favoring it.

Clayton Sieber (New York): I would also like to second the motion for the adoption of this resolution and say again that from my work with the Department of Classroom Teachers, having thoroly reviewed it, we sincerely believe it to be an important step to take and urge you to adopt it unanimously.

Herbert P. Lauterbach (Pennsylvania): Pennsylvania is proud to urge the adoption of this motion which would set up the National Council for Accreditation of Institutions to train teachers. We look upon this as a tremendous accomplishment in our united profession and pledge to you two things: The continued cooperation of our own parallel state commission in Pennsylvania, and our continued construction in our state association of legislative efforts which would raise professional standards in these institutions.

We urge the Delegate Assembly to approve this motion. (Applause.)

Albert Johnson (Massachusetts): I won't take the time to express further my sentiments but I would like to say one thing, that I will echo and amen the second of the previous speaker on behalf of the state of Massachusetts.

(Question on the motion called for, motion placed before the body for vote and carried with unanimous vote.)

Meeting then recessed at 12:15 P.M.

SECOND GENERAL ASSEMBLY

Wednesday Evening, July 2, 1952

THE Second General Assembly was called to order at 8 P.M. by *President Miller*.

President Miller: The invocation this evening will be given by the *Reverend Robert M. Frehse*, executive secretary, Detroit Round Table of Catholics, Jews, and Protestants—the *Reverend Robert M. Frehse*.

(The invocation was given followed by the "Pledge of Allegiance" to the flag, led by *Maynard Buck*, director, Muskegon Heights Highschool Choir.)

President Miller: Thank you, *Mr. Frehse*.

A program of music was presented by the Muskegon Heights Highschool Choir, directed by *Mr. Buck*; Accompanists, *John Wheeler* and *Lola Hahn*.

President Miller: *Director Buck* and students of the Muskegon Heights Highschool Choir, we are very grateful to you for this beautiful program of music.

President Miller: I would like to introduce to you at this time some of our platform guests.

I would like first to present to you the lady who has been working for two years as general chairman of the Michigan Convention Committee, getting ready for this Convention. I know that about three months ago she held a sort of dry run for this Convention when they had the Michigan convention here and she has worked tirelessly—I don't know when she sleeps, because whenever I am on the ballroom floor of the Statler Hotel, she is there, but it seems when I am any other place, I see *Mrs. Schulz*.

I want to introduce to you the lady who has done so much to take care of this Convention—*Mrs. Mary C. Schulz*, the general chairman of the Michigan Convention Committee, and principal of the Ann Arbor Trail School. Beside her is *Josephine Freimuth*, who is principal of the Jones School and who is chairman of the Hospitality Committee. She is the person who so beautifully narrated last evening's pageant. (Applause.)

We also have on the platform some of the other chairmen of the convention and I would like for them to stand. (Applause.)

Thank you, folks, very much for all you are doing to make our stay here comfortable and pleasant.

And here is my good right hand during these convention programs, who is always here to be put in as a pinchhitter if I get tangled up too much—*Mrs. Sarah Caldwell*, our vicepresident. (Applause.)

I think it is a good idea to have a pinchhitter—I like the idea of these baseball games—they have relief pitchers always ready to come in whenever the starting pitcher weakens. I think it would be always good if we had a relief chairman to step in when the chairman weakens—in fact, I think maybe I will appoint a committee of the NEA to study that matter and make a report on it at next year's Convention!

I would like to introduce at this time the chairmen and members of our NEA Core Committees who are on the platform. (Applause.)

The next group I would like to present is the group of Chief State School Officers. (Applause.)

And last, the group of presidents and secretaries of our state education associations. (Applause.)

Now I would like to bring to the platform a man who is celebrating his birthday today. He tells me that he is today celebrating his twenty-first birthday at the NEA Convention—*Dr. A. C. Flora*, chairman of the Board of Trustees.

Dr. Flora: The president of this Association does make an error occasionally—he meant to say the twenty-first birthday away from home at the NEA Convention.

I have enjoyed very much the association with Cloyd Miller this year. I shall not forget for a long time our worthwhile experience with him at San Francisco last summer, after he had been elected as president of this great

organization. A little secret to some of you—*Cloyd* owes about nine-tenths of his responsibility for serving this Association this year to his wife—she elected him last summer by standing around and letting everybody look at her—she is so perfectly lovely! (Applause.) The teachers of this nation could not resist the desire to look at her for an entire year, so that is one of the main reasons why he is here today.

So the next morning after election, the Board of Trustees, as is their custom, met at a breakfast meeting to transact the business of this Association. *Cloyd* came in at the usual hour, about 7:30 in the morning, sat down, looked around, saw the food was being served, so he turned to *Willard Givens* and said, "I didn't know breakfast was to be served—I have already had my breakfast"—and he proceeded to eat a second breakfast; so he got off to a good start this year with his second breakfast at San Francisco.

I am going to take a few minutes tonight to honor and pay a tribute to a friend, a professional associate and one whom I greatly admire and who is greatly admired by you, the teachers of this nation, the representatives of the teachers of this nation. I shall say a few things I think that probably he would not have me say.

I am going to speak of some milestones in the life of *Willard E. Givens*. I am putting him on notice now that I am not talking about anybody else, and I do so out of a great feeling of humility and a great appreciation for his influence on my life.

When I was asked a year ago by my fellow associates at Columbia, South Carolina, to name one national figure, a personal friend that I would like to have come and be at a testimonial dinner in my city, without hesitation I named *Willard Givens*.

The first milestone that I want to point out to you—a good many of you know it—was when *Willard Givens* graduated from highschool in Indiana, in a graduating class of four boys and four girls. I don't know what happened to the other seven, but I can visualize tonight this tall, rather handsome and probably ungainly individual, at that time about sixteen years of age. Something had passed thru his heart and mind and soul as he sat at those graduating exercises that caused him to reach up to the higher goals.

I don't know whether or not you know it, but *Willard Givens* was raised on a farm in southern Indiana. He knows what it means to do a day's work; he knows what it means to get up before daylight and work until after dark. So I am grateful tonight, and I think you should be, for the impulses in the heart of *Willard Givens* as he graduated from highschool.

The next milestone that I want to point to is the fact that *Willard Givens* moved on to the university of his state for further learning, further training, and I want to say to you that I happen to know that the years before he finished—he worked thru his college years—were not easy years. I know he spent his summer months working with the Chautauqua, day after day, day after day, and at night, as an employee arranging the affairs of the Chautauqua organization.

I know, furthermore, that he spent his summer as the head of a work crew of the Canadian Pacific Railway, when they were building the railroad across the great plains to the Northwest.

Further than that, I know that this man, out of his interest in human beings, spent a lot of time in the evenings with these foreigners who were using the pick and shovel teaching them the English language.

I know, furthermore, that his interest in hygiene, his interest in their appearance and his interest in the individual was such that he set up a barber shop in a box car where he spent his Sundays, after Sunday morning service, cutting the hair of those fellows to keep them in a state of fitness for the work they were to perform.

I am trying to point out to you in what I shall say tonight, some of the human qualities, some of the interests of this individual in human beings.

The next milestone that I shall point to in this brief survey is a little one-room school known as Lost Woods. I believe that is the name of the school, Lost Woods, but

I assure you that the head of this school, the principal of this school, the teacher in this school, teaching seven grades, was not lost; for out of that experience in working with boys and girls, in seeing their impulses and heart throbs, their desires and ambitions came a desire to go farther on and prepare himself for higher service to humanbeings.

The next milestone that I shall point to, the next scene in this story is New York City, the Union Theological Seminary and Columbia University, where *Willard Givens* was doing graduate work for his doctor's degree in political science.

I happen to know that *Willard Givens* served two churches in that city during the entire period and worked from daylight until nearly midnight as assistant pastor.

I know that many other tasks were done by him to finance him thru Union Theological Seminary and Columbia University. I know, furthermore, because of his frugality and his determination and his vitality that he came away from Columbia University with more money than he had when he went there.

The next milestone in this man's life that I should like to point to is when he induced—and how in the world he did it, I don't know—induced an English teacher, a charming woman, to marry him. That did something for *Willard Givens* that I cannot appraise and I doubt if he can because he has not the words to express it. All I want to say is this, that I have been in their home many times and I happen to know that whatever good English he uses is the result of her training and whatever of good reading he has done in the last number of years, was under her guidance. I know, furthermore, that this tall, brusque, hardhitting individual, when he moves into and thru the front door of their domicile, becomes as docile as a lamb, because of her wonderful influence over his life.

I move next, and I move rapidly—I will be thru in a moment or two—the next part that I want to come to is this man serving as a principal in a school on the West Coast—I believe it was in the city of Oakland; I happen to know because he served under a very distinguished man whom most of you know, *Dr. Fred Hunter*. I happen to know that *Willard E. Givens*, as he moved into the task of trying to lead boys and girls in this junior highschool in the city of Oakland, went down and requested the superintendent of schools and the assistant superintendents of schools, who were concerned with humanbeings, to turn over to him every problem case in the city of Oakland on which they had completely lost their hold. I know that many of them now can be counted as assets to this country as a result of his interest in humanbeings and his guidance of humanbeings.

I won't take the time to review his services as superintendent of schools in Oakland, in other cities, or in the Hawaiian Islands as commissioner. I come next, and I move rapidly, to 1935, when *Willard E. Givens* was chosen as executive secretary of the National Education Association.

I wish I had an hour to try to bring to your minds what he has meant to this nation, to this Association, thru the years since 1935. I cannot do it—I wish I could. I do want to say this, that we are tonight blessed not only by his dynamic leadership, but by his courage, his forcefulness, his willingness to dare when others doubted.

I know of the thousands of miles that he has traveled, of the conferences he has held, of the meetings he has attended, not only in this country, but abroad. In other words, for eighteen years, this man has denied himself the comforts of home, the association of friends and has done nothing but devote his whole energy and life to this Association. I have made a rough estimate, after pretty careful inquiry about his habits and his service. I can tell you tonight that *Willard Givens* in the approximately eighteen years, never had one single holiday, not a single vacation day. I can say to you tonight that *Willard E. Givens* never lost a single day because of illness. In other words, every day and every night for eighteen years, he was on duty for the NEA.

Therefore, if you would count his service in terms of hours and workdays, he

has served this Association not eighteen years, but more than twenty-five years and that is worth a hand! (Applause.)

Willard, come up here for just a moment.

(*Dr. Givens* stepped forward.)

I have listened to you for a long, long time—now you are going to listen to me. I have here in my hands, *Willard*—I wish *Mrs. Givens* was here.—

Dr. Givens: She is in the audience.

Dr. Flora: I hold in my hand one of the most unusual books that it has ever been my pleasure to look at. On the first page is "*Dr. Willard E. Givens*." It is beautifully bound in leather, with gold on the printing; and on the inside, "Dedicated to Willard E. Givens on his retirement as Executive Secretary of the National Education Association, 1952."

Then as you turn the pages—there are more than 50 pages—each page contains a letter to him by some official body of this Association—the Executive Committee, the Board of Directors, the Board of Trustees, every department of the Association, *Willard*, the Committees and Commissions—more than 50 of them; I think about 55.

Then we come to the latter part of this book—and I might say to you I hope that you will see the calligraphy—in other words, this is done by an artist. Every single page is done in handwork and is done after the pattern of—those of you here tonight who are artists—done after the pattern of an English person by the name of Nichols—it is a gorgeous, beautiful thing.

Now I come to the final page—the final page in this manuscript, in this beautiful volume, a communication from the staff in Washington that I shall read:

Dear *Dr. Givens*:

On January 1, 1935, you greeted the staff of 90 individuals, many of whom were already veterans. You are leaving a staff of over 450; many of the original 90 among them.

No staff can ever find words to express its appreciation for the encouragement, leadership and inspiration which it has received at all times from you, our Chief. With the interest of the staff always of first concern, improvements, and many benefits for the individuals have come.

Your encouragement to the individual to do his best has enabled many a person to be promoted to positions of great responsibility.

We are grateful for your indomitable spirit, your forceful leadership, your love and understanding of the individual, for your work to constantly improve educational conditions for the youth of our country.

We wish you continued health in the years ahead and the great satisfaction that comes from the knowledge of a job well done.

And following that are the individual signatures of 450 people listed according to years of service, and the top name of that list is *Harriett M. Chase*, who began her service in the NEA in 1920.

Dr. Givens, I know of nothing that could cause one to reminisce and look back over a great period of service, that would render more satisfaction than such a volume.

Dr. Givens: Thank you very much. (Applause.)

Dr. Flora, ladies and gentlemen: Words are not adequate to express what I would like to say to my dear friend, *Dr. Flora*. Of all the members of this great organization, this gift could not have been presented by anyone for whom I have a greater admiration. I deeply appreciate your making this presentation to me.

This is a beautiful volume and like all the rest of the things that have happened this week, it is an entire surprise to me. If I had known that all of this was going to happen, I think I might have managed to arrive at age 65 a little sooner, but I will say to you, frankly, that while I was 65 when I came, I think by the end of this week I will be about 72!

I express for *Mrs. Givens* and myself, and for both our sons and their families, our deepest appreciation for the courtesies and kindnesses which you are bestowing upon us this week.

I have not done a thing since I came to the NEA except the work I loved to do and when a man is doing what he loves to do, he should not receive praise for it.

Thank you. (Applause.)

President Miller: I shall now recognize *Wesley Erbe*, president of the Iowa Education Association.

Mr. Erbe: *Mr. President*, platform guests, and friends: Our schools have kept us free and great leaders have made our schools what they are. Iowa wishes to recognize the retirement of another outstanding member of the NEA family, that of *Miss Agnes Samuelson*.

The teachers of Iowa, for distinguished service and your great contribution to education, first as a teacher in Iowa, then as superintendent of public instruction in that state, later president of this great organization, and executive secretary of our State Association; wish to recognize the things that you, *Miss Samuelson*, have done for us. For your services to the nation in the NEA as assistant editor of the *Journal*, for your work with the PTA group in the NEA, the teachers of Iowa wish to pay honor to you, *Miss Samuelson*, if you will come forward at this time.

(*Miss Samuelson* came forward amid applause.)

We wish to present to you this small gift. We appreciate what you have done for your home state and for the nation in the field of education. We hope for you many pleasant years in your retirement from your present position with the NEA and we welcome you back to Iowa. (Applause.)

Miss Samuelson (accepting the gift): *Mr. Erbe*, *Mr. President*, *Mr. Secretary*, and ladies and gentlemen: I am sure that every one of you in the audience tonight wishes that you were retiring too!

These many bouquets and many nice things that are being said and done, I am sure if I were to try to respond and there is not time to do so, nor the occasion, I would be just as mixed up as that deacon in the church who was asked on behalf of the congregation to give a gift to the minister who was leaving for a new charge. He wanted to be very flowery, use the words of a song, a quotation—it was to be these words, “We shall meet but we shall miss him, there will be one vacant chair,” but when he arose to speak, he became as embarrassed as I am right now, and he said, “We are sure going to miss your vacant face.” (Laughter.)

As I take my “vacant face” away from headquarters in the NEA back to the state of Iowa, I am going to feel a very great welcome. I want to say that the kind of emotion and feeling I have now, is that while I am retired as of yesterday, I am not tired and so anything I can do to continue to promote the work of the NEA and the Iowa State Teachers Association, the teachers of this country and the children, I shall be most happy indeed to do it. (Applause.)

President Miller: I shall leave the story-telling to *Miss Samuelson* from here on. (Laughter.)

Our speaker this evening is a man whose voice most of you no doubt have heard over the radio, a nationally known person, a journalist, historian, analyst and interpreter of world events, *Mr. Quincy Howe* of Urbana, Ill., who will speak to us on “The World Today.”

(*Mr. Howe* then gave his address, which is found on p. 51.)

THIRD BUSINESS SESSION

Thursday Morning, July 3, 1952

PRESIDENT MILLER called the Convention to order at 9:30 A.M.

President Miller: Possibly you have noticed that this year we are having the invocations given by members of the Delegate Assembly, representing first the Board of Trustees and yesterday, one of our departments, the Department of

Classroom Teachers; this morning, one of our Committees and Commissions and tomorrow a person from our Executive Committee and Board of Directors. I think it is very fitting that teachers express their thanks to God and invoke His blessings, we do not need to bring a minister in for that. I am very happy that we have teachers, members of our Delegate Assembly, who are glad to express our thanks.

The invocation this morning will be given by *John W. Davis*, president, West Virginia State College, representing the Committees and Commissions, and chairman of our Commission for the Defense of Democracy Thru Education.

Dr. Davis: Our Heavenly Father, we thank Thee this morning for the nobility and dignity of our task, the obligation which is ours to teach; for our goals in constructive citizenship and peace, and for the opportunity that we have to reveal truth, to work for brotherhood among men, and to make our way of life more meaningful to every child.

To this end, we now rededicate ourselves and pray for Divine guidance as we go forward in Thy Name. Amen.

"Pledge of Allegiance" and group singing that followed were led by *Mr. Roy Parsons*.

President Miller: The first item we will take up today is the one on page 35, which we carried over from our Second Business Session, Wednesday Morning—Action to Discontinue Department of Adult Education.

I will ask *Dr. Givens* to briefly explain to you what that means.

Dr. Givens: One year ago, notice was served that this would be before you for action at this time. For 25 years we have had a running battle, I regret to say, between our Department of the NEA and the American Association for Adult Education.

After some three years of democratic discussion, we got the two groups together, largely thru the leadership, on our side, of *Dr. Leland Bradford*. We thought that what was good for Adult Education was good for the NEA. The officers of the American Association of Adult Education agreed to abolish their organization if we abolished our Department and we would go together and set up an Association of Adult Education and then would have—and this is before our Executive Committee, a joint committee between the Adult Association and the NEA.

All we are asking you to do this morning is to approve the proposition put before you last year at the request of the Adult Education people to—I don't know whether to abolish is quite the right word, but I guess "abolish" is—abolish Adult Education and set up a joint committee between NEA and the Adult Education group.

That is the proposition. *Mr. President*, as a delegate, I want to move the approval of that recommendation.

(The motion was seconded by *W. B. O'Donnell* of New Mexico, no discussion offered, placed before the body for vote and carried.)

President Miller: If you will turn back to page 58, under Third Business Session, Thursday . . . the next business on the agenda is Action on Committee Reports. The Committee on International Relations is ready to report and I will recognize *Margaret Boyd*, Steubenville, Ohio, the chairman, who will present the report of the Committee.

A detailed report of this Committee may be found on p. 321 in the Summary of Reports.

Mr. President, I move that this report be received and filed.

(Motion seconded by *Guillermina Fermaintt* of Puerto Rico, no discussion offered, placed before the assembly for vote, carried. Report of Committee on International Relations declared received and filed.)

President Miller: Under the present U.S. Commissioner of Education there has been 100 percent cooperation between the Office of Education and the NEA and the Office of Education has provided us with outstanding leadership.

The U.S. Commissioner of Education is with us this morning and it is necessary for him to hurry back to Washington because of some very important matters that

are being taken care of there, so we are going to introduce him in just a moment, but first, I want to tell you that he is another very human educator.

He was on the beautiful island of Puerto Rico in December when *Mrs. Miller* and I were there; we were able to take our coats off and enjoy the warm hospitality. On one particular day we drove up into the mountains of Puerto Rico where I observed his intense interest in education. He was interested in seeing what we might refer to as a rural school in this country, high in the mountains, a school that was doing outstanding work on the island—he was interested in going and visiting that little school. That is the mark of a great man, I think.

On that occasion we also enjoyed the warm hospitality of *Mr. and Mrs. DeLongo* in Comorio and were introduced to such delicacies as ahilemohales, abichuelos, escabeche, platinos and asoapao.

I have asked the Commissioner to speak to us in English this morning. I would like at this time to introduce our friend who has cooperated with us so wonderfully, *Earl J. McGrath*, U. S. Commissioner of Education, Washington, D.C.

(*Mr. McGrath* then delivered his address which is found on page 39.)

President Miller: Thank you, *Commissioner McGrath*, for taking time from your busy schedule to visit with us this morning.

We have some cooperating committees with some other great organizations and some of these committees will report this morning. At this time we will have the report of the Joint Committee of the NEA and the American Medical Association. It will be presented by *Mabel E. Rugen*, Ann Arbor, Michigan, chairman of the Joint Committee.

Dr. Rugen: I hope this committee is not out of joint!

The Joint Committee on Health Problems of the NEA and the AMA, I believe, is one of our oldest joint committees. There has been a Committee on Health in existence since 1911 and the remarks I am going to make in the next few minutes are really an elaboration of the material which appears in your Summary of Reports, on Pages 17 and 18. I won't read that to you on the assumption that all teachers can read. (Applause.)

I would like to call your attention to a few points about this committee. It is composed of ten members, five from the AMA and five from the NEA, who are appointed for a five-year term, one new member each year. In the NEA representation at the present time we have two school administrators so that makes us really a distinguished group.

The aims of this Committee from the beginning have been to promote better understanding between the medical profession and the educational profession with reference to the health problems of children and to serve as a means promoting more effective liaison between these two groups. The Committee has also functioned as a sort of board of review on occasion in reviewing some of the type of problems that are referred to the AMA office and the NEA office from people like you and on which they want some help. I might mention that the work of the Committee on very special projects which it has undertaken in the past has grown largely from the types of problems presented by members of this Representative Assembly and inquiries have been submitted to the two national offices from teachers and physicians and other people concerned with the health problems of children.

We are a working committee. Our efforts are usually indicated in a series of publications or in a number of statements of policy recommendations that school people may use in furthering the improvement of the health programs in their schools.

I would like to call your attention to a blue booklet which is the recent list of publications. There are some 20 different publications dealing with various aspects of the health program. This is available from both the NEA and the AMA, free of charge. Publications have a fee, but this booklet listing them is free of charge.

I would like to call your attention to some of the current interests and activities of the Committee. I think most of you are familiar with the volume entitled *Health Education*, which I noticed is on exhibit over at the Statler Hotel.

The Joint Committee at the present time is preparing a companion volume to that book which probably will be entitled *Health Services for School Children*. It is being prepared under the auspices of the AMA and the NEA, to be financed by those two organizations and should be available next year. It is assumed that the copy for this material will be approved in October when the Editorial Committee meets, so it will be ready to go to press, I hope, early in '53.

We think that this booklet will be very helpful to school people, because it will deal with many of the controversial problems that we have had regarding who should be responsible for what, with reference to the provision of health services for children. It is a community problem; the schools have a stake in it, the medical profession has, the public health agencies, the voluntary organizations, and such like.

I also would like to call your attention to the fact that one of the older publications of the Committee, called *The Nurse in the School*, is being rewritten and also should be available perhaps in the next six months. This is being done in cooperation with the national nursing organizations.

Two other new publications which we called to the attention of the group yesterday that met with the Joint Committee, are this pretty blue booklet and a pretty orange booklet. The blue one is called *Health Conditions Affecting the Personality of School Youth*. This is designed primarily for secondary schools and takes up some of the problems that youngsters—preadolescent and adolescent youngsters—worry about, such as acne and excessive tallness or shortness or premature baldness or premature graying hair, other problems of that kind which probably do not have any marked effect on their physical health, but are of great concern to the youngster in learning to adjust to himself. We recommend this to all of you who are concerned with the guidance of boys and girls.

The other little publication is called *The Physical Educator Asks About Health*. It is a question and answer publication which is based on questions asked by physical education people. Many of the physical education people in our schools have been asked to assume responsibilities frequently for which they do not have the preparation. This is designed as an aid to them and as an aid to school administrators and other members of the school staff. Such problems as infection: Can infections be spread thru physical activities and thru the gymnasium? What about foot baths and ringworm of the feet? What about athlete's foot? What about exercise and swimming following luncheon? What about some of the recommendations regarding strenuous activities for boys and girls, and other such things? Problems of that kind are discussed in this booklet and we recommend it to you as a basis for information, accurate information, approved by the various technical councils of the AMA, and also as revealing policy statements of not only the Joint Committee, but other educational groups, some of the other departments of the NEA, for example.

I would like to mention a few other types of problems that the Joint Committee is concerning itself with. One of these deals with a consideration of the health aspects of family life. At our meeting yesterday, there was some discussion about the emotional health of children, what we might teach children about mental hygiene, or their own emotional health, at what levels, and how we can incorporate some of these learnings into school programs.

Some of this material is related to the whole area of home and family life education, so one subgroup of the Joint Committee is giving some consideration to that problem. Incidentally, that is a good way to get at the controversial issue of sex education and growing up.

Another group is concerned with some of the school health aspects of civil defense; still another group with the use of commercial health materials in schools; while yet another group has been giving some consideration for a period of years now about this problem of the relation of absences for illness, bona fide illness from school to the average, daily attendance reimbursement formula. There has been considerable controversy between public health people and education people about

that item because sometimes in our effort to increase our state's appropriations we violate some of the basic health practices.

A new activity which the Committee will undertake next year will be to explore this problem of teaching about narcotic drugs and alcohol.

The completed report may be found with the recommendations of the Joint Committee on p. 330 in the Summary of Reports.

Mrs. Noecker (Michigan): I would like to move that this report be received and filed.

(The motion was seconded by *Lucy Cobb* of New Mexico, no discussion offered, placed before the body for vote, carried and Report of the Joint Committee of the American Medical Association and the NEA declared received and filed.)

President Miller: The next joint committee to report is the Joint Committee of the NEA and the American Library Association. *Miss Virginia McJenkin*, Atlanta, Georgia, is the chairman.

The purpose of the Joint Committee of NEA and ALA is to improve library service thru cooperative studies and activities in this field by the two associations. In the past year, the NEA and the ALA have recognized that the two associations should be concerned with all types of libraries and all aspects of education to which libraries might contribute. It is assumed that in the future membership on the committee will be representative of public schools, colleges, and adult education and the libraries which serve them.

The Committee participated in the NEA Representative Assembly in San Francisco last July. *Jessie Boyd* presided at the Committee meeting, attended by more than 25 persons interested in discussing library problems. She gave the official report of the Committee to the Assembly, representing the chairman.

At the Committee's request, *Mary Lee Keath* and the school libraries of Denver, Colorado, prepared the annual list of outstanding books for children for the November 1951 issue of the *NEA Journal*. The list was made available as a leaflet by *Sturgis Printing Company*.

A list of aids in the selection of materials for children and young people was prepared by *Mildred Batchelder* with the Committee's approval. It is being published by the ALA with NEA assistance.

Virginia McJenkin has developed a filmstrip on school library quarters, to be produced by ALA with NEA assistance.

The annual meeting of the Committee was held in Boston, Massachusetts, on February 9, 1952, just prior to the meeting of ASCD. Consideration was given to purposes, function, and methods of work. It was agreed that the Committee's chief function is to provide intercommunication between NEA and ALA on all operational levels. The formulation of policy statements to clarify what public schools and public libraries stand for in regard to library service, in regard to intellectual freedom, and in regard to identifying and promoting needed research in library service was seen as a significant function of the Committee.

The Committee agreed that future meetings should be concerned with matters of policy and ways of implementation. *Virginia McJenkin* was elected chairman for the year 1952.

Miss McJenkin: The Report of the Joint Committee of the NEA and the American Library Association may be found on page 329 in the Summary of Reports.

I am not a member of the Delegate Assembly, so I cannot move the acceptance of the report.

Mr. Knox Walker (Georgia): I should like to move the acceptance of this report with such action as is necessary to put it into effect.

(Motion seconded by *Myrtle Hembree* of Texas, no discussion offered, placed before the delegates for vote, carried; Report of the Joint Committee of the NEA and the American Library Association declared received and filed.)

President Miller: The next report will be that of the Committee on Professional Ethics and it will be presented by *Grace C. Campbell*, Spokane, Washington, the chairman of the Committee.

Miss Campbell: Before I start my report, I would like to suggest to the delegates, if they do not have a copy of the revised Code of Ethics—my students tell me they can listen to a radio program and prepare their homework at the same time—I believe if that is the case, the delegates should be able to read the report of the Professional Ethics Committee, which is the revised Code of Ethics, and listen to my report at the same time, because I believe those two are more closely related than the radio programs the students listen to and assignments that I give them in English. I would suggest that you send a member of your delegation to the foyer for these revised codes, if you do not have them, because we are going to consider those at the end of my report.

Ethics has been defined as the science of human conduct. Codes of ethics serve to guide groups in their actions and attitudes and have existed ever since individuals banded together in the cause of common interests. Frequently these codes exist only as unwritten understandings among the individuals comprising the group, but often they are written statements which highlight the standards and ideals of conduct that serve as guides to members of the group. Written codes have guided groups in their actions and attitudes ever since the creation of the Hippocratic oath in the fourth century, B. C. The Golden Rule and the Ten Commandments are historic illustrations of codes of ethics.

Never in the history of industry, trade, business, government and the professions has the subject of ethics been given the publicity it has received in recent months. The fact that a sub-committee of the committee on Labor and Public Welfare of the United States Senate has just published a 90 page pamphlet setting forth proposals for improving the ethical standards in the federal government indicates an awareness of the need of agreement in government circles as to what constitutes desirable practices and attitudes. If you are interested in the subject of ethics, I recommend this document to you for reading and study. The recommendations of this committee that a commission on ethics in government should be established by joint resolution of Congress indicates further that there is a desire in government circles to increase public confidence in government officials and employees by setting up specific standards of conduct. Public appraisal of our own government will depend largely on the type of ethical standards this commission sets up and the extent to which individuals in the group live up to these standards. I am using this analogy merely to point out to you that the teaching profession is not alone in carrying out a vigorous program on ethics.

Your Committee on Professional Ethics wishes to highlight three phases of the report appearing on page 9 of your Summary of Reports which you have before you this morning. We have included in that summary the entire projects of the year. However, I am pointing out just three of those projects:

1. A new project which has been developed the past year of rendering decisions on alleged violations of the NEA Code of Ethics. The three decisions that have been published in the *NEA Journal* have stimulated interest in professional ethics and have brought requests for further articles of similar nature. The situations described are actual cases that have come to the committee as requests for decisions from the field. In arriving at the decisions the committee has had the benefit of legal counsel.

2. Exploring the field in developing an Hippocratic oath for teachers, in keeping with the action taken by the 1951 Representative Assembly. Considerable time has been spent in research on this project, and at the present time I wish to report progress and to convey to you the recommendation of the discussion group on Tuesday that a committee be appointed to continue work on the project another year.

3. Revising the NEA Code of Ethics. We believe that an acceptable code of ethics must be a living, growing statement of professional conduct standards subject to continuous evaluation and revision in the light of experience and changing conditions. The impact of this change is well expressed in the government pamphlet to which I referred, "Conditions change, institutions change, and ideas change, but at differing rates. Altho the total rate of change is

slow, the process is irresistible." At the request of the membership of the NEA, the project of revising the NEA Code of Ethics has been under way for the past two years. You will see on page 2 of the Revised Code of Ethics a brief summary of the procedure that was followed by the Committee in preparing the revised code for your consideration, so I am not going to summarize that procedure.

At this point I wish to pay special tribute to *Dr. Cyrus C. Perry*, staff consultant and legal counsel for the committee, and to *Dr. Frank Hubbard*, director of research, who, with his staff, conducted the surveys and organized the returns into the beautiful document that is now in your hands. The Code now presented to you has the unanimous approval of the committee. It is the sincere hope of the Committee on Professional Ethics that the 1952 Representative Assembly will adopt this Code of Ethics which will serve as a guide, not only to individual members of the profession, but also as a basis for the work of the Defense Commission, the Tenure Committee, and other authorized groups within the organization who are working for the best interests of education.

Since most of you received copies of the Revised Code previous to your arrival in Detroit, and moreover, I'm assuming all of you have copies in your hands, I shall not read the Code at the present time.

At the discussion group of Professional Ethics yesterday afternoon, several changes in wording were suggested and I should like you to pay special note to these points that will be brought out. The NEA Defense Commission has made a careful study of the Revised Code and will make special recommendations this morning. *Dr. Hubbard* and members of the Professional Ethics Committee were in attendance at the discussion group. The group unanimously recommended the changes. If it is agreeable to you, I suggest *Dr. Rieva*, a member of the Defense Commission be authorized to read the proposed amendments in order that they may be incorporated into the report that I am giving this morning. After he has presented his amendments, if that arrangement is agreeable to you, I shall conclude my report.

President Miller: I shall be glad to recognize *Jimmie Rieva* of Colorado to propose these amendments.

Dr. James T. Rieva: In connection with the proposed Code, the Defense Commission last Saturday made a careful examination of its provisions. The Commission unanimously recommends changes in three separate items which it believes would materially aid in the interpretation of the Code. As a member of the Defense Commission and as an official delegate to this convention, I wish to present these proposals:

On page 7, Fourth Principle, Item No. 5, I would like to have inserted after the words "professional policy," the phrase "*or the application of unjust personnel practices and procedures.*" The term "professional policy" might not include some cases of unjust personnel practices as defined in the NEA pamphlet, *Practical Personnel Policies*, which has been prepared by the NEA Tenure Committee. In other words, the NEA has an interpretation of the term "personnel practices," whereas it does not have a working interpretation of "professional policy."

I further suggest that the term "*pending*" be inserted before the word "controversy" in line 2, and that the phrase "as long as the issue remains unsettled," be stricken. This change "*pending*" will provide a more easily interpreted term.

I move therefore that the phrase "*or the application of unjust personnel practices and procedures*" be inserted after the words "professional policy" and the word "*pending*" be inserted before "controversy," and the phrase "as long as the issue remains unsettled" be deleted.

Item 5, page 7, will then read as follows:

Refuse to accept a position when the vacancy has been created thru unprofessional activity or *pending* controversy over professional policy *or the application of unjust personnel practices and procedures.*

The second one: On page 7, Fourth Principle, Item 4, I suggest that we add at the end of the first line the phrase "*such practices as*." The item would then read as follows:

Seek employment in a professional manner, avoiding *such practices as* the indiscriminate distribution of applications.

This change would broaden the interpretation of unprofessional ways of seeking employment. As the item appears at present, the implication is that only indiscriminate distribution of applications will be considered an unethical procedure of seeking employment. I therefore would like to see a more inclusive term used and I therefore move that the phrase "*such practices as*" be inserted after "avoiding" at the end of the first line in Item 4 on page 7.

And the third one: Since the Third Principle on page 6 points out the "interaction of the school and the community," and since the professional responsibility of members of the teaching profession is to encourage lay participation in school planning, I would like to further emphasize this phase of professional responsibility by rewording item 4 to read as follows:

Recognize that the public schools belong to the people of the community, encourage lay participation in shaping the purposes of the school, strive to keep the public informed of the educational program which is being provided.

Miss Campbell: Thank you, *Dr. Rieva*, for presenting those amendments with the explanations as to their importance in the Code. I might say that adoption of the Code does not preclude at any future time making amendments. Perhaps as the Code is put into practice, you in your own areas may find some changes necessary.

You will observe that there is no enforcement provision in this proposed Code such as is contained in Article IV of the existing Code. Under this article the Executive Committee, on recommendation of the Committee on Professional Ethics, is authorized, after due notice and hearings, to take disciplinary action against NEA members for flagrant violation of the Code. It is the opinion of the Committee that enforcement provisions, as such, do not properly belong in a code of ethics, but should eventually be incorporated into the Bylaws of the Association. You are all aware of the fact that there is a move on foot now to revise the Bylaws and our suggestion is that this provision be included in the revised Bylaws at a later time. Meanwhile and pending such action, the Committee strongly urges that the provisions of Article IV of the existing Code should remain in full force and effect. The Committee on Professional Ethics makes the following recommendation: that the proposed Code of Ethics be adopted as the Code of Ethics of the National Education Association; further, and as an integral part of this recommendation, that the provisions of Article IV of the existing Code be readopted, with full force and effect, and that such readoption shall constitute an authorization to the Executive Committee of the NEA and the Committee on Professional Ethics of the NEA to carry out the provisions contained in said Article IV.

President Miller, I present this for the consideration of the Assembly.

Mr. Don Fowler (Washington): I move that the Revised Code of Ethics of the NEA be adopted as amended.

President Miller: The motion has been made that the Revised Code of Ethics as amended be adopted.

Miss Audrey Shower (Indiana): As a member of the Professional Ethics Committee and one who attended the open discussion meeting yesterday, I second the motion.

President Miller: Any discussion?

Mr. Paul Street (Illinois): I should like to move to amend the report of the Committee on Professional Ethics to read as follows: To substitute for the word "authorities" in Item 3 of the Fifth Principle in the report, the word "*persons*."

I wish to make this amendment because the report as it is presented is in conflict

with the Illinois Code of Ethics. The Illinois Code of Ethics has two provisions not present in the proposed Code as submitted to you here. Our code in Illinois provides that if one has a criticism of one's colleague, he take it first to his colleague before he take it to anyone else. That is, we have set up the standards of responsible criticism requiring that if you criticize your fellow teacher, you do so to him first and then later to responsible authorities, as we construe the term "responsible authorities" to mean in Item 3 of the Fifth Principle. We also require, of course, that all people at all levels in the educational structure respect the right of each other to criticize without fear of vindictiveness or reprisal.

An Illinois teacher might go to his principal and criticize his colleague without having previously taken the matter up with his colleague. We in Illinois would accuse him of violating our Code of Ethics and he would answer, "I did just what the Code of Ethics of the NEA says I have a right to do."

We would like to remove that inconsistency. We are not at this point going to insist that the NEA Code provide the good things we think we have in our code, but we would at least like to have the NEA Code remove what would appear to be an inconsistency with our code, something that would prevent us from enforcing our own code.

If we change the word "authority" to "*persons*" then one who wants to criticize his colleague may at least go to his colleague first. That is the reason I made the motion.

I believe that the gentleman who seconded it has still another reason.

President Miller: I would like to recognize *Miss Campbell*, chairman of the Committee.

Miss Campbell: I think the other gentleman may have something he wants to present.

Mr. Robert Snyder (Pennsylvania): It is my opinion that questions of ethics should be handled in the main by the professional association for I believe that we have the opinion or an automatic feeling that the words "responsible authorities" do not too often imply that the members of our associations, be they local, state or national, handle such problems, but they put these problems then in the hands of what we might interpret as being legal authorities for individuals who are responsible in particular school districts under many different types of circumstances. I can understand probably why your Committee led off with that type of terminology, but I know that I feel that associations themselves should handle such matters of ethics within the professional organization and I feel that the word "*persons*" rather than "authorities" would leave the door open for officers of associations, local associations, to handle such matters more effectively than would the word "authorities."

Miss Campbell: This point was brought up in the discussion meeting yesterday. I cannot speak for the entire Committee, but there were two members of the Committee present, so I can make this report on behalf of two-fifths of the Committee, that that change would be entirely acceptable to us. It would merely broaden the term and it would make application of a state code more satisfactory.

That change would be entirely acceptable to me and I feel sure it would be to the entire Committee. Moreover, it was discussed in the discussion group yesterday and it seemed to be the consensus of that group that the change would be entirely acceptable.

President Miller: Any other discussion?

Dr. C. M. Dannelly (Alabama): May we have a rereading of the third suggested proposal under the Third Principle, page 6, No. 4?

President Miller: The question now is on the amendment to Principle 5, the third part.

Dr. Dannelly: I thought that had been accepted.

President Miller: We merely had a motion to accept it and I was getting ready to call for the question when you asked for the floor.

The question has been called . . . the motion is on the approval of the amend-

ment to the report as amended and it would substitute the word "*persons*" for the word "*authorities*" in Paragraph 3 of the Fifth Principle. All in favor of the motion say "aye," opposed, "no." . . . The motion is carried.

Is there any further discussion of the motion to amend the proposed Code of Ethics as amended?

Dr. Dannelly: I simply wanted a rereading.

President Miller: You wanted a rereading of—

Dr. Dannelly: Page 6.

President Miller: *Dr. Rieva* will read that.

Dr. Rieva: That would read thus: "Recognize that the public schools belong to the people of the community, encourage lay participation in shaping the purposes of the school, strive to keep the public informed of the educational program which is being provided."

Dr. Dannelly: Thank you, sir.

President Miller: Any other discussion of the motion? Are you ready for the question? (Question called for. This is on the approval of the Code of Ethics as amended.)

(Motion then placed before the Assembly for vote, carried, and declared approved without dissenting vote.)

The Report of the Professional Ethics Committee may be found on p. 323. It contains a summary of the work of the year and Committee recommendations.

President Miller: At this time I would like to introduce to you a man who has attended every NEA Convention since 1917, except last year's Convention when he was ill. This is his thirty-fifth year at NEA Conventions. He taught 51 years, is a life member of the NEA and comes from West Virginia, the state that has given us two great NEA presidents—*Dr. Joseph Rosier*, deceased, and *Corma Mowrey*, our junior pastpresident. I would like to introduce to you at this time *Mr. Frank White* of Fairmont, West Virginia. He is still a young man!

(*Mr. White* stepped forward and was greeted with friendly applause.)

President Miller: We will now have the report of the Educational Policies Commission. I will recognize *Henry H. Hill*, Nashville, Tennessee, chairman of the Commission.

Dr. Hill: The printed report of the Commission may be found on p. 334 in the Summary of Reports.

There have been several discussion sessions about the implications of the work of the Educational Policies Commission. I would like, with the approval of your chairman, to devote my remarks to one particular line and I would like very much then if it may be done, to have someone move that this report as printed here be accepted and filed.

President Miller: I recognize *Mrs. Caldwell* of Ohio.

Mrs. Caldwell: I so move that the report of the Educational Policies Commission be so received and filed.

(The motion was seconded by *Laura May Carter* of Mississippi, no discussion offered, placed before the delegates for vote, carried; Report of Educational Policies Commission declared duly received and filed.)

President Miller: *Dr. Hill* will now make a statement.

Dr. Hill: I think what I have to say grows out of the publication called *Moral and Spiritual Values*. To save time, I am going to stick to this manuscript pretty closely.

My printed report as chairman of the Educational Policies Commission is before you. With your permission and that of the chairman I shall make some personal observations which are mine and do not necessarily represent the opinions of the Educational Policies Commission.

Moral and Spiritual Values is a clear and definitive statement of what our public schools may properly do to build character and decent conduct and to inculcate by precept and example and by daily school living those spiritual values

to which all recognized religions in America give allegiance. I quote directly from the publication:

"The public school can teach objectively about religion without advocating or teaching any religious creed. To omit from the classroom all references to religion and the institutions of religion is to neglect an important part of American life. Knowledge about religion is essential for a full understanding of our culture, literature, art, history, and current affairs."

The public school thru counseling and guidance can and does frequently direct the student to the church in matters of religious instruction and guidance, thus with proper cooperation becoming on occasion an ally of the church. In this and other ways the teacher and the public may be assured that religion is not "out" so far as the public schools are concerned.

Perhaps someone other than I should point out here the danger in the years ahead of bitter and disruptive religious divisions and quarrels in America. Such divisions are common in Germany, for example, where religion and politics are frequently identical in the life of the community, where preachers and priests are supported by taxes, and where substantially all schools are confessional and under control either of the Catholic or the Protestant churches. Citizens so divided find it hard to get along together, much less with other nations. What is a local disturbance can in such a case become an international threat. I speak with all kindness. This, I think, is the weak spot in their general body politic.

So far we have largely avoided this particular kind of bitterness in the United States because we remain essentially secular in our political party organization. We do not support our churches by taxes. Being a Republican or a Democrat carries with it as yet little intimation of a man's religion or lack of it. Nearly 90 percent of all our children attend the public schools which are secular and not denominational.

There is now in some quarters a demand that the public schools teach religion. Whose religion? What creed or ritual? However much we may like the plan of teaching that religion common to all recognized religions in the United States, the religious leaders have not produced such a text. Nor are they likely to do so. In both Protestant and Catholic bodies there are leaders who insist that truth cannot tolerate error. It seems to be "my truth, your error." These same leaders do not favor or practice interfaith understanding for this and other reasons. I should interpolate I have no particular leader or leaders in mind.

In the opinion of thoughtful observers religion itself cannot be taught in our public schools. If one religious group will not permit the King James version of the Bible to be read and another will not permit the Douay version, can we expect further excursions into purely religious matters?

When then by statute or by public opinion or controversy the public schools are stopped from teaching religion—we do not here discuss released time and other possible compromises of value but which affect a minor fraction of the children—they (the public schools) may be and are occasionally referred to as godless. This charge is misleading or else there is some peculiar religious alchemy which takes place en route between church and school.

As a former superintendent of public schools in Arkansas, Kentucky, and Pennsylvania it has been over a period of thirty years a privilege and duty to recommend to boards of education the appointment of some hundreds of teachers. Without a single exception they have been members of a recognized church—Protestant, Catholic or Jewish. If we may identify church membership with goodness—and surely most of the good people are in the churches; if we may identify membership in any church or synagogue with godliness as contrasted with godlessness, then how and at what moment do good and perhaps godly teachers become godless as they step from the churches and homes to their posts of duty in the public schools? Are all places of assembly or work—the stores, factories, courts, farms, trains and market places—to be regarded as godless because in them man does not thru ritual or formal act worship God or study or

recite the dogma of his church? Are the Mohammedans to be regarded as godlier than Christians if they practice their religious devotions daily seven times, stopping their immediate duties at a given time or signal?

To ask these questions is to invite the thesis in which I happen to believe. The good or godly teacher has a quality—let us call it moral and spiritual values—which will “rub off” on her associates wherever she is. Is not this thesis acknowledged in the suspicion—unfounded for the most part—with which denominations sometimes regard teachers who belong to other denominations? The \$64 question is: Can and will this teacher teach by example and precept and thru the daily life of the school those abiding values in which all religions believe? If there be no values to rub off, then indeed we should worry.

On rare occasions I have heard what seems to me the irresponsible assertion that our public schools are “as *Stalin* would have them.” I do not believe *Stalin* would be likely to select Protestants and Catholics and Jews as teachers.

The word secular is sometimes substituted for godless. There is being read into this word, which has been used to designate civil as separated from religious affairs, the pejorative idea that secular is evil.

What else can schools open to all American children be except nondenominational? They must remain secular unless we change those underlying concepts and practices which have to date made and kept America relatively free from the religious quarrels, wars, and intolerances which drove many of our forefathers, fettered by oppressors, to escape to America. Are we willing as members of church groups to insist that the homes and churches handle matters of religious beliefs and that the public schools deal with common moral and spiritual values?

Let me state candidly my own position. It involves divided allegiance as is only right and proper.

As a Presbyterian I have the responsibility to see that Presbyterian religious values are taught to Presbyterian children. This I believe may be done and has been done by the church thru Sunday school and vacation schools and in other ways, leaving the public schools to provide those relatively noncontroversial values and learnings necessary to American citizenship.

As a citizen I have the responsibility of supporting and defending and improving the public schools where in any presently conceivable future the great majority of all children will be educated for peace or war.

As an individual I have the responsibility to do what I can to build intercultural understanding. I have to work constructively both for goodwill and tolerance among all faiths and the freedom and responsibility to take my stand in behalf of those values and practices in which I believe.

I agree with *President James B. Conant*, former chairman of this Commission, that both private and denominational schools have a constitutional right to exist. Further I think both private and public schools provide each other stimuli to better performance. Without specific knowledge I assume the American Catholic schools are in some ways the best Catholic schools in the world and I would infer that the challenge of good public schools has helped produce this. In a similar way public schools are sometimes challenged by the best practices of private and parochial schools.

The right to do something and the wisdom of doing it are not identical. Lutherans, Catholics, Methodists, Baptists, Episcopalians, and Congregationalists, for example, have the right to establish their own schools from nursery school thru the graduate school, or speaking more practically, for the twelve grades prior to college. Yet I would regret to see the day come when the last Lutheran, Catholic, Presbyterian, Methodist, Baptist, Episcopalian and Congregationalist disappeared from the public schools. Since it is estimated that 90 percent of all who attend private and parochial schools are Catholics I shall be more specific and say I would regret to see the last Catholic child depart from the public schools. There are perhaps four million, or roughly half, who attend public schools now.

It has been my personal experience to know and like many members of other

faiths. How do we know them, and hence like them, if we do not associate with them? If, for example, all the eight or nine million Catholic children and youth should go thru twelve years divorced in their daily school life from all association with those of other faiths, are we not taking a step towards the German pattern? Suppose then—to follow the argument further—suppose all other denominations of substantial size do the same thing. Have we not then, wittingly or unwittingly, jerked the rug of common integrating experiences out from under our young citizens? Have we not laid a possible foundation for the spread of the necessary religious diversity to other facets of public life at a time when we need unity in facing a hostile world of communists?

It is important that parents who exercise their right to provide education for their children thru private schools understand and support the public schools from whence have come and will continue to come 80 to 90 percent of all our armed forces. It is important that parents who exercise their right of choice to provide religious education for their children thru schools established to perpetuate their creeds should understand and respect the views of the majority of American citizens who believe religious education should be cared for by the home and church. It is important that those of us who believe wholeheartedly in the public schools—and I am one of those—should understand and respect the legitimate rights of other Americans to support other schools. It is, we believe, our privilege to call to the attention of all American citizens what the full and complete exercise of these rights would mean in creating all over again those old religious and class bitteresses so prominent in much of Europe's history.

To guard against increasing tensions between public schools on the one hand and private and parochial schools on the other, there should be a united effort on the part of religious leaders to provide common agreements and sanctions for moral and spiritual values to be taught in the public schools. It is dangerously easy and appallingly irresponsible to voice hurtful and sweeping criticism against the public schools for the very conditions which divergent religions have in part produced. We need not dodge our disagreements but we may speak quietly and fairly and responsibly, putting the welfare of our great American nation ahead of the complete and ultimate exercise of all our own personal or religious rights. Both churches and state will be served by this.

Perhaps you have read E. W. Forster's *Two Cheers for Democracy*. He gives one cheer for the variety of life and therefore the better opportunity for more individuals to live richer lives. He gives another cheer for criticism, that is, the possibility of free criticism which exists in full measure only in a democracy. Mr. Forster fails to give a third cheer because he thinks democracy deserves only two cheers.

My third cheer is for public education, its unique contribution to a classless society, and to a freedom and tolerance largely unknown among countries with class education systems, and for the educational options offered the American people.

I am for public education. I am not anti-Catholic, anti-private school, or anti-religious, any more than I am anti-chocolate ice cream because I select vanilla.

Three cheers for our democracy, our republic, if you prefer, our representative form of government, and for the options which make us free. (Applause.)

President Miller: Thank you, *Mr. Hill*, for that very clear statement.

I think this would be a good time for me to bring to your attention for action a similar matter. Many times this great organization is attacked. When that is done, our first thought is to strike back. When that occurs, I often think of the fable that I read many, many years ago—a fable that has been very helpful to me many times in my life.

This fable goes something like this: Once upon a time a skunk challenged a lion to a fight. The lion declined to fight. When the skunk asked loudly if the lion was afraid to fight, the lion said, "Very much so, for you would only gain fame by

having the honor to fight with a lion, while everyone who met me for a month would know that I had been in company with a skunk." (Applause.)

Now, sometimes we are also attacked by representatives of great organizations and we are tempted to strike back in a manner that may not do us much good. I know there are several who would like to present resolutions concerning an attack that was made on us recently. I am to have a press conference immediately at the close of this meeting and will probably be called upon to make a statement. Because of the misunderstanding over an article in a recent issue in the *American Legion Magazine*, I would like to present this statement for the consideration of the Representative Assembly. If you approve the statement, I shall issue it at this press conference as the statement approved by this great Association.

I would like to say this:

The National Education Association deplores the article published in the June issue of the *American Legion Magazine* entitled "Your Child Is Their Target."

Because of the long and cordial cooperation of the National Education Association and the American Legion, the National Education Association requests that the management of the magazine give to the National Educational Association space for proper reply to what is considered an unfair and unwarranted attack.

The National Education Association regrets the remarks attributed to the National Commander of the American Legion following his excellent address to the Representative Assembly on July 2.

The National Education Association asserts its firm faith in the principles of sound Americanism, its profound confidence in its constituted leadership, and its pride in a century-long record of loyal support of the freedoms established by our forefathers and upheld by their descendants for generations.

I would appreciate a motion approving that statement if you agree that that statement should be made.

Mrs. Margaret H. Burke (Massachusetts): I approve the report of that statement. Motion seconded by *Frances W. Beedon* (Michigan).

President Miller: Is there any discussion? (None offered.) The question has been called for. All in favor say "aye"—opposed, "no." You have approved it without dissenting vote.

We will now have the report of the Legislative Commission, by *Robert H. Wyatt*, Indianapolis, Indiana, chairman of the Commission.

Mr. Wyatt: The report of the Legislative Commission may be found on page 336 in the Summary of Reports. I shall not read the report, but I should like to comment briefly on the work of the Commission during the past year.

You will see on that page the names of the members of the Commission. I might say also that the Legislative Commission is composed of nine members, serves as an advisory and directing body and cooperates with the Legislative and Federal Relations Division of the NEA. *Dr. James L. McCaskill* is the director of that Division, and the secretary of the Commission.

During the past year the Legislative Commission and the Division have given attention to the following items of legislation: General federal aid to education; aid for schoolhouse construction; the exemption of retired teachers' annuities from federal income tax; certain changes in the Social Security Law; the G.I. education bill for Korean veterans; Public Laws 815 and 874; their extension and appropriation of funds; the matter of oil under the marginal sea, tho we do not have a position on that issue; the question of a national school board, board of education; the question of exemption of tax on school admissions and the exemption of postal charges, increases in postal charges for non-profit organizations.

In the matter of general federal aid to education, since 1950, when the position of NEA was altered somewhat, we have faced considerable difficulties in the

religious field in sponsoring this legislation. In addition to that, of course, the historic enemies or opponents, rather, of aid to education from the federal sources, have been active and have been supported I might say by the enormous increases in expenditures for military and defense purposes.

There has been no bill reported in the present session of Congress, nor have hearings been held on the bill for general federal aid to education.

In the matter of schoolhouse construction, there have been hearings on a bill supported by the NEA, House Bill 4545, and a new bill reported from the subcommittee, House Bill 8145, which combines in one bill the Public Laws 815 and 874 and provision for general aid for schoolhouse construction.

The counterpart of that measure has also been introduced by Senators Neill and Murray, the bill in the House being introduced by Representative Bailey of West Virginia.

I might say, further, that on that issue, the adjournment of Congress which seems imminent just now, perhaps this week, will most certainly end any consideration of that measure, but further sessions of Congress during this year might result in some progress.

On the question of exemption of retired teachers' annuities from federal income tax, I regret to say that there has been no substantial progress, tho I do believe that the members of Congress have become a great deal more conscious of this need during the past year. I believe, and the Commission believes, that if in the following year ahead of us, we organize ourselves and make the members of Congress conscious of the needs in this respect, we may look forward to something substantial when Congress convenes in January.

The question of the Korean veteran aid had in it an issue as to the manner of payment of federal benefits, whether to the individual veteran or to the institution. The Commission and the Legislative Division have supported the position of *Congressman Teague* which is a reversal, or at least, a drastic change from World War II measure in which the payments by the federal government are made directly to the veteran and he then is left free in his choice of educational institution, whether it be public or private institution, a high cost or low cost institution with respect to tuition charges—in other words, leaving the veteran in the same relative position that he would be in had he not been a veteran.

That measure has passed both houses of Congress and is now in conference committee; and the issue which I discussed, which passed the House in its form supported by us and passed the Senate in a form somewhat modified from that position, is now in the conference committee.

As I said before, we do not have a position on the question of oil under the marginal sea and consequently our activities have been confined to research and distribution of information on the subject.

There are a number of other minor issues which have attracted the attention of the Commission and the Division, which I shall not discuss.

I should like to say, however, in conclusion, that in the past five years the Legislative Commission has made recommendations to the Representative Assembly, which of course, do not have the effect of determining policy. This year, therefore, we have not made any recommendations to you, but have made those recommendations to the Resolutions Committee.

In addition to that, I think I should say to you that the members of the Commission feel that the concept which the NEA has of legislation has not experienced the growth and development which it should experience if we are to make the thinking and experience of the members of the teaching profession of this country felt in the solution of our problems in education.

In that respect, the Commission feels that there should be consideration for giving the Legislative Commission—which I might say is relatively young in our NEA structure—not only a wider latitude in recommending policies to you and a more direct line of communication to the Representative Assembly, but also a substantial increase in the staff and the budget of the Legislative Division.

The whole public school structure in this country is based upon the law; the schools are established by law, they are financed and administered by law, thousands of laws, not only that, but the administration and interpretation of law itself. Those two functions are perhaps even greater than the duties connected with the enactment of laws. The NEA should have a division of legislation and federal relations in this respect that would be capable of coping with any of the problems arising either in the enactment of laws, or in their interpretation or their administration.

I might say that due to the youth of this function and this activity in the NEA and until a few years ago, of course, when it was assigned to various other departments, we have not advanced to the place that the Commission believes is adequate. In fact, there are a number of our states whose activities in the field of legislation from the standpoint of staff and budget are as great or greater than that of the National Organization. So I say, in conclusion, that the members of the Commission feel that if the experience, the intelligence, the thinking of the profession is to be brought to bear upon our problems, we must have a more substantial, a more adequate staff and budget and program in this respect.

Thank you.

President Miller: Thank you, *Mr. Wyatt*.

Mr. Wyatt: I move that this report be received and filed.

(Motion seconded by *Eleanor Bly* of Indiana, no discussion offered, motion placed before the body for vote, carried; Report of chairman of Legislative Commission declared received and filed.)

President Miller: I have already been informed that the Commander of the American Legion has granted our request that an article be prepared and it will be published in an edition of the *American Legion Magazine* soon. I appreciate that action very much. I would like to call your attention to two or three resolutions adopted by the American Legion at their convention last fall, in Miami, where I was so graciously received.

One item concerns a resolution that was not accepted or approved—one that would have recommended that teaching material be constructive rather than subversive, but was rejected because they said it dealt with a local situation. This resolution, then, was adopted by that great organization:

“ . . . that we do hereby commend the members of the American teaching profession, their organizations, the NEA, and its various state affiliates, for their hearty support of the Americanism program of the American Legion . . . ”

And another:

“ . . . that we do hereby commend the teachers of America, the NEA, and its affiliates, for their loyal and patriotic action in barring Communists and other subversives from their membership . . . ”

I have read from some of the official proceedings of that great organization with which we have cooperated so long, and I think that the actions recorded here are the actions that we should judge that great organization by, and not the statements in an issue of the magazine. (Applause.)

I would like your permission to skip over the Report of the Centennial Action Program, hold it until tomorrow, so that more time can be given to it at a time when you will be better ready to accept those reports, and I will now call for these two preliminary reports, which will not take much time.

The Preliminary Report of the Budget Committee . . . I will recognize *Everett J. McIntosh*, Massachusetts, chairman of that Committee.

Mr. McIntosh: I will not keep you long—I will try to rush thru this as quickly as possible. I sincerely hope you received your report in the corridor as you came in. If you have not already received it, you may get it on the way out. (The complete report is found on page 313.)

I want to take this opportunity in behalf of my committee to thank the following people for their kindness in the very constructive help that they gave us: *Dr. Givens*, *Dr. Berns*, *Dr. Flora*, *Dr. Carr*, *Miss McComb*, our treasurer, and the various heads of departments, for making the material available to the Committee.

I would like to say, also, for the benefit of the new delegates here, that we have to set up a figure which we shoot for and we try to make it match the final figure when we have completed the budget, and that is based on the income of the fiscal year, in this case 1951-52.

However, I would like to have you turn to page 2 and I would like to call your attention to the fact that from 1947-48, up to the present time of 1952-53, you will see we have gone from \$1,509,382 to the present \$2,750,150—that is, on income, and by this same token, will you please look at the bottom of the page, under expenditures, the years 1947-48 to the present time. I will not read them.

Let us turn to page 3—I will call the item and give you the Budget Committee recommendations for this year and I will move along just as rapidly as I can:

<i>Appropriation</i>	<i>Budget Committee Recommendations</i>
1. Board of Trustees	\$ 4,000
2. Executive Committee	17,500
3. Directors	27,500
4. Executive Secretary's Office (total)	87,500
5. Press and Radio Relations (total)	76,000
6. Division of Accounts (total)	50,500
7. Division of Records (total)	139,500
8. Division of Membership	35,000
9. Promotion and Maintenance of Membership (total)	55,000
9a. Cooperative State Projects (total)	165,000
11. Division of Business (total)	77,000
12. Division of Publications (total)	100,000
13. F.T.A. Unit (total)	19,000
14. Division of Administrative Service (total)	35,300
15. Division of Research (total)	174,800
16. Division of Rural Service (total)	59,000
17. Division of Legislation and Federal Relations (total)	52,500
18. Division of Adult Education Service (total)	34,000
19. Division of Audio-Visual Aids (total)	30,000
20. Division of Travel Service (total)	8,400
21. Physical Plant (total)	140,500
22. General Office Expenses (total)	34,000
23. Annual Conventions	24,000
24. Journal of the NEA	450,000
25. Other Publications (total)	110,000
26. Expenses of Delegates	38,500
27. Association Membership Fees	150
28. Educational Policies Commission (total)	72,000
29. Defense Commission (total)	78,500
30. Teacher Education and Professional Standards Commission (total) ..	66,500
31. Committees and Commissions (total)	63,000
32. Department of Classroom Teachers (total)	99,000
33. Department of Higher Education (total)	66,500
34. Other Departments (total)	32,000
35. World Organization of Teaching Profession (total)	10,000
36. Secretary's Contingent Fund	3,000
37. Group Hospitalization	5,000
38. Staff Retirement Annuities and Insurance	61,000
38a. Reserve for Retirement Annuities (Separate Account)	10,000
39. Social Security	14,000
40. Emergency Fund—Federal Legislative Conference—Field Service...	35,000
41. Reserve and Contingency	100,000
42. Motion Picture Production	40,000

43. Nanjemoy (Plans and Improvements)	5,000
44. Southern Educational Film Service	—
Grand Totals	\$2,750,150

Respectfully submitted,
Everett J. McIntosh, Massachusetts,
 Chairman
Carl E. Aschenbrenner, Oregon
James A. Cullen, New York
Myrtle Gustafson, California
H. E. Pyle, Arkansas
 Budget Committee of the Board of
 Directors.

President Miller: This is a Preliminary Report of the Budget Committee and it will be up for discussion and action tomorrow.

Mrs. Margaret H. Burke, Springfield, Massachusetts, chairman of our Committee on Resolutions, will present the Preliminary Report of the Committee on Resolutions.

Mrs. Burke: The Preliminary Report of the Resolutions Committee has been printed and the copies will be ready for distribution at the end of this session.

The Report of the Committee on Resolutions endeavors to present the policy of the NEA. You will notice that it is divided into two sections—the Platform and Resolutions. General policies which have been the subject of resolutions for several years are gathered together into the platform, but matters of current interest are those that are embodied in the resolutions.

There will be no other distribution of the copies of the resolutions, except at the end of this session, so we urge you to keep these copies for reference when the resolutions come to the body of the Assembly tomorrow for action. There will be an opportunity, however, to discuss these resolutions at an informal session, a group discussion, in the Aviation Room of the Detroit-Leland Hotel this afternoon from two to four o'clock, and as I said, the formal presentation will be made tomorrow morning at the Delegate Assembly.

(Announcements followed.)

President Miller: We are adjourned until tomorrow morning at 9:30 o'clock.

(Meeting then recessed at 12:15 P.M.)

FOURTH BUSINESS SESSION

Friday Morning, July 4, 1952

PRESIDENT MILLER called the Fourth Business Session to order at 9:30 A.M., following an organ prelude by *Harry Langsford*, organist.

President Miller: The invocation this morning will be given by *Corma Mowrey*, junior pastpresident, Charleston, West Virginia, representing the Executive Committee.

Miss Mowrey: Almighty God, Creator of all mankind, we would pause at the beginning of this, our final session, to give thanks to Thee for all Thy gifts. We invoke Thy blessings upon our deliberations. May our every thought be devoted to the welfare of children and the building of Thy Kingdom.

Direct our lives as we teach that those whom we teach may be influenced in good living. We give Thee thanks also for the freedoms which we enjoy and on this day of celebration of our freedoms, may each and every one of us anew rededicate our lives to building good citizenship for this great nation of ours and Christian character, and as we end our convention this day, may all that we have done contribute to the building of Thy kingdom.

These things we ask in Thy Name. Amen.

"Pledge of Allegiance" and group singing that followed were led by *Leland Olmstead*, Western Highschool, Detroit.

President Miller: Thank you, *Mr. Olmstead*, for starting out our meeting with that fine singing.

I am very happy this morning to present to you folks a young woman representing the Future Teachers of America Chapter that was selected as the outstanding Future Teachers of America Chapter in our nation this year.

She comes from Bob Jones University, South Carolina, and her name is *Mildred Cox*. I predict that she is going to be a great teacher.

I would like to present *Mildred Cox* to you at this time and *Mildred*, if you have a word, we will be glad to hear it.

Miss Cox: Thank you, *Mr. Miller*.

This certainly has been a thrilling week for me as a future teacher to be able to attend the NEA Convention. What a wonderful privilege it has been for me to meet so many delegates and to realize that my prospective profession is in the hands of such fine and capable people.

My parents were teachers and ever since I played school with my dolls, I have dreamed of the day when I would become a classroom teacher, and really, I thank God for the opportunity of going into a profession that will permit me to invest my life in the lives of children.

I am proud of the National Education Association for the progress it has made toward making our profession, and the profession that we as future teachers are going into, a highly professional organization.

I think that teaching is the greatest profession inasmuch as the religious leaders, the governmental officials and doctors pass thru our classrooms.

I am eagerly looking forward to the opportunity of being a teacher. (Applause.)

President Miller: Thank you, *Mildred*.

That is one of the best speeches I have heard this week. When a young woman gets up and pays that kind of a tribute to our Association, it makes even us old folks feel a little bit young again.

A little while ago I met one of our retired teachers. He had been sick and when I asked him how he was, he said, "I am beginning to feel like my old self again."

I said, "That's good, isn't it?"

He said, "No—I would like to feel like my young self again." (Laughter.)

We will resume this morning where we left off yesterday noon, with a consideration of our Centennial Action Program, and first, we will have a report of the Centennial Action Program Conference held at St. Mary's Lake last week. *Corma Mowrey*, our junior pastpresident, was director of that conference and those of you who know *Corma* know that she did a wonderful job because that is the only kind that *Corma* does.

I would like to present to you at this time, *Corma Mowrey*.

Miss Mowrey: I assure you that it is a real pleasure to make this report this morning, because you see, on July 6, 1951, at our NEA in San Francisco, upon motion of *Mrs. Sarah Caldwell* of Ohio, seconded by *Joe Chandler* of Washington, *Frederick Hipp* of New Jersey, *Walter Howe* of Connecticut, *Harvey Gayman* of Pennsylvania, and by unanimous adoption of 3315 delegates representing the 48 states, the District of Columbia, Alaska, Hawaii and Puerto Rico, the Centennial Action Program was adopted as a means of our moving forward toward expansion and unification of the teaching profession.

The motion also directed the NEA Executive Committee to move forward under the provisions of our Centennial Action Program and in keeping with that motion, so unanimously adopted, the Centennial Action Program Conference was planned for June 24 thru the 27th at St. Mary's Lake, the Michigan Education Association Camp at Battle Creek.

My report this morning will be the results of that Conference which was attended by 145 leaders from local and state associations, representing 43 states, the NEA Commissions, Committees, Councils and Departments.

This Centennial Action Program Conference brought together for three days of work, study, and serious deliberation every facet of our professional association at the local, state, and national level. Probably it was the first time in the history of our Association when we have had all facets of our Association together for study and deliberation and for the sole purpose, may I say, of working together on the problems we face in building a unified and expanded profession.

You have in your hands the duplicated copies of the Report of the Centennial Action Program Conference.

I might tell you that our conference at St. Mary's Lake deliberated and worked on three major problems, in three sections. The recommendations of the conference are reported here and are available to you for careful study.

I should like to say, before I refer to any part of the report of that conference, that it is recommended solely for study and consideration and for reference to our NEA Executive Committee for further study and implementation. I think we need to understand that this is not an adoption of anything. If we are to move forward toward expansion, toward facing our problems, then we must instantly get to work on the problems we face. We believe that the Centennial Action Program recommendations, if studied carefully thruout the coming year, will help us to get started more actively and more progressively on a solution of those problems. As I said at the beginning, we did deliberate very carefully and I commend all the members of the conference at St. Mary's Lake for the excellent hard work which they did. I think this report shows their efforts.

The first section was devoted to this problem: "How can we progress most rapidly and effectively toward a more adequate financial basis for the work of our professional organizations?"

Miss Helen Ryan of Illinois served as chairman of that group.

The problems under consideration, first of all, were enrolment of membership. On page 1 of the Conference Report which you have in your hands, you will see some 12 recommendations there for consideration and study only. I shall not take time to read these unless there is some question.

The second problem was reaching the nonmembers. We realize that there are untapped resources among the members of our own profession, who have not yet become active, participating, paid members of our NEA, so the problems were reaching the nonmembers:

1. In big cities
2. In scattered areas
3. In colleges and universities
4. Among students preparing to teach

(and certainly we have had an example this morning of what we believe the future of the profession must look like in *Mildred Cox* and her enthusiasm for teaching)

5. Among new teachers.

And then there were some recommendations which you will find on page 3 and I would like to refer to some two or three of those very briefly:

1. In moving toward professional goals, as much planning and action as possible come from the members themselves.

I think we shall move forward as soon as each one of us assumes a personal responsibility.

I should like to say the fifth one under Section A states this:

5. State associations use the checklist *Association Activities* as a measuring stick to evaluate each year the progress of the CAP.

Members of the Board of Directors, Executive Secretaries and some other state leaders have those lists. If there are state association presidents in the audience, or field workers, who have not yet seen that list and do not have a copy, we have available here on the table copies which you may secure at the end of this session.

The second section was devoted to this problem:

"How can we make all of our professional organization work produce more effective results at the local level?"

Mr. Ed Hoon of Ohio was chairman of this group. This section was certainly condensed very much. The recommendations have been condensed and particularly in Section B, but I believe you will find there some recommendations for study and consideration the coming year that will be very helpful in helping to build strong, active, progressive local associations.

No. I refers to National Achievement Project—we hope that it will become familiarly known as NAP.

II. Proposed Standards for Affiliation with the NEA.

Perhaps not all of us are aware that we have no standards for local associations that care to affiliate with our National Association. It is quite possible for a local association to have as few as two members or maybe none, because I have understood that in a place or two members have contributed maybe one dime each in order to become affiliated and send in one membership so that they may receive the reports and the information which goes out from our NEA.

I think all of us will realize that there must be serious consideration given to standards for local associations affiliating with our NEA and so there are some recommendations which I would emphasize again, recommendations for study. You will find them listed. We are recommending that these suggested requirements be included in this report. They are to be studied thruout the coming year with an eye to the 1953 Representative Assembly for some action. I might say you should remove the word “final” (action), bottom of page 3, make it read, “. . . for action in 1953” rather than “final.”

No. III of Section B studied how we should go about promoting the CAP. There are seven specific steps given which I think are very helpful for locals and No. IV includes “Additional Help to Local Associations.”

Thruout the entire conference we heard that much of the basic work in building a profession must be done at the local level and so we have great faith in local associations. I think that all of us will agree that we cannot move forward by having a great national program alone, we cannot move forward in a state with just a state program alone, that all of them are interrelated to the local association.

Those are the recommendations of Section B.

Section C, with *Robert Gillingham* of California as chairman, devoted its study to this problem:

“How can we improve the structure of our total professional organization and the relationships between the various parts of it?”

That group devoted its study to different areas, and all groups then acted upon the recommendations. I would emphasize again that the recommendations under Section C are also for study.

I. Functions and Relationships—

and you have a statement there referring to our Charter. You have also something concerning the basic functions of state and territorial associations. Turning to the next page, you see some reference to joint responsibilities of local, state and national associations.

Going on down to the second part, you find

II. Representative Assembly.

Now, I suppose that this might well be revolutionary if this morning we were to act on any of these recommendations and particularly the Representative Assembly. I would like to say that we were faced with certain problems that have been before this Representative Assembly in the form of suggestions as to how we might do a certain thing to improve our Representative Assembly.

One of those has been delegate representation. There are some specific recommendations here and they are for study and not for action. I think, if you will follow me, that you will see three suggestions there and I should like to emphasize that it was the general agreement that representation in our NEA in the Representative Assembly should preserve local association representation.

When you study these (and I hope you will very carefully) I am sure that you will have other suggestions to make.

May I refer especially to the third suggestion:

3. Patterns of distribution in the states and territories for purposes of delegate allotment should be determined only after a thoro study of the pattern already existing, with the recommendation that at least 50 percent of the delegates in each state be classroom teachers.

May I emphasize that it was the general agreement that local association representation should be preserved.

I would like to add one comment there, if I may, that the problems we face include these: Is the Representative Assembly getting too large; is there a duplicate, triplicate, quadruplicate representation of teachers in the Representative Assembly? In studying the patterns, we know that there are duplicate, triplicate and even quadruplicate representation in this Representative Assembly. These suggestions were made as a means of study of how we might improve that situation and they are for study.

Part III of the report deals with NEA Departments. You will find some very definite recommendations for study.

Part IV deals with Chief Executive Bodies, which include the Board of Directors, Executive Committee, and Board of Trustees. Committees, Commissions and Councils are taken up in Part V, and you will find the Recommendations on the last page.

I am sure there could be many questions asked this morning. I believe that a careful study of this—because that is the intent and purpose of it—will show us that there are many constructive things here that will lead us forward in implementation of a Centennial Action Program which has been set for our profession.

Mr. President, I should like to move that this Centennial Action Program Conference Report be received and referred to the Executive Committee of the NEA for study and implementation.

Motion seconded by *Vernon Hathcock* (Arizona).

Miss Cornelia Adair (Virginia): Does implementation mean that the report will go into effect?

Miss Mowrey: Implementation, as the Executive Committee discussed the CAP would mean that this report would be taken, studied and out of it would come an analysis of the suggestions which would be referred to about three different areas; one would be the Centennial Action Program staff committee; others would be those which are referred to the states and local associations for study; others would be those which require action by the Executive Committee for consideration.

Question on the motion called for. (Motion placed before the Assembly for vote, and carried; Centennial Action Program Conference Report declared received and referred to the Executive Committee for study and implementation.)

President Miller: The Progress Report of the CAP will be presented by the man who has been chairman of the Staff Committee on the CAP, a man who has given great leadership to our organization, especially thru the pages of the *NEA Journal*, which I believe has the widest circulation of any education periodical and which we have come to depend on so much, *Dr. Joy Elmer Morgan*, editor of the *NEA Journal*. (*Dr. Morgan* then gave his address, which is found on page 28.)

President Miller: Thank you, *Dr. Morgan*.

If you will turn to page 72 of your *Delegates' Manual and Program*, we will resume the business schedule for the morning. The first committee report is that of the Committee on Credit Unions. *Jack Mitchell*, Dallas, Texas, chairman of the Committee, will make the report.

Mr. Mitchell: *Mr. President*, members of the Representative Assembly: We bring you greetings from some 400 individual teacher credit unions, with over 136,000 members and assets totaling in excess of \$50,000,000.

It is fitting indeed that this Representative Assembly should meet in the home city of not only the largest teacher credit union in the land, but the largest individual

credit union in the world, the Detroit Teachers Credit Union with some 10,000 members and assets of over \$13,000,000.

The purpose of this Committee and a detailed report of its activities and recommendations may be found on p. 320 in the Summary of Reports.

The Core Committee extends to *Dr. Willard E. Givens* our sincere appreciation for his sympathetic leadership in sponsoring this important phase of economic service to teachers.

Mr. President, I move that this report be received and filed.

Miss Myrtle Hembree (NEA director for Texas): We would like to second that motion.

(No discussion offered, motion placed before the body for vote, carried; Report of the Committee on Credit Unions declared received and filed.)

President Miller: The Report of the Committee on Tax Education and School Finance will be presented by *Arnold Joyal*, Fresno, California, chairman of the Committee.

Mr. Joyal: You will find the report of our Committee in the Summary of Reports on page 324.

This year, instead of presenting a more formal report, I am going to comment informally in an attempt to supplement our statement in that report, and call special attention to two projects which the Committee has under way. You will note if you glance at the printed report, that the purposes of our Committee are fact-finding and policy-recommending. Of course, we always have in progress a number of projects of various types. Some of you who may have been at the convention last year will recall that in presenting the report, I described a study which had been made under the direction of the Committee by *Dr. Jewell Rasmussen* of the University of Utah on a project which has taken our attention for several years, so-called federal lands problem and controversy. In that extensive study *Dr. Rasmussen* made an inventory of federal holdings of land in 11 western states and estimated that there was a tax loss resulting from those holdings in the 11 western states of something over \$6 million.

I called attention also to a bulletin published by our Committee called *The Fiscal Impact of Federal Real Estate* in the 11 western states and urged you to get a copy of that report and to examine it. It presents a summary statement of *Rasmussen's* study.

I said last year that legislation would be introduced in an attempt to check some of these injustices and inequalities. I want to call your attention to a bill which has been introduced in Congress, Murdock Bill, HB 5223.

Now, I cannot take time here to call attention to the provisions of that Bill. I can indicate that it does not go far enough in its attempt to correct these injustices, at least, in the judgment of our Committee. It goes about 20 percent of the way, however, and it provides for taxes on certain types of property, administrative payments for federal holdings on other types of property and permits the assessment by local governments on federal holdings.

This is significant, and it is most significant because it is the first step in what we are sure is the right direction. What I should like to do is call to your special attention a release which our Committee has prepared, Release No. 31, which is available thru the Research Division of the NEA. I should like to call your attention to the fact that this problem concerns not only the 11 western states, but every state because nowadays every state has extensive holdings of federal property.

Please take the message home and report that this release is available. Get a copy of the analysis of this Bill, become familiar with the purposes of this legislation.

I wish to make it very clear that our Committee does not endorse this particular Bill, but the general idea is good and some legislation of this type is needed and eventually, and I hope soon, will be enacted into law. I urge you now to call attention to this legislation.

The second project to which I wish to direct your attention results from a conference which we held this last year, sponsored by our Committee; a conference of tax experts and school finance experts. Our profession, of course, is concerned with the economic outlook of our country, particularly with respect to school support and we wish to know insofar as it is possible to predict, what the future holds for tax education for schools and for taxes.

So therefore, in March of this year, under the direction of our Committee, a conference was called together, embracing sixteen experts, eight from the field of public financing, eight from the field of school financing. They met in Washington, got their heads together, tried to look into the future.

Out of that conference has come a little publication entitled, *The Economic Outlook for Public Education*.

I wish I had time to present some of the findings and suggestions which are printed in this Bulletin. I do not. However, copies of this Bulletin are available in the display of the Research Division of the NEA in the ballroom of the Hotel Statler. You may pick up a copy there, if you wish, but in any event, most earnestly I urge you to carry back to your home and to your representatives there the word that this Bulletin is available, urge them to send to the Research Division of the NEA and get a copy.

Examine this Bulletin—its recommendations and findings are very significant and the leaders of your community association, particularly those who are especially concerned with the promise of school support, will wish to know about and to have this Bulletin.

I am not going to take time to read the recommendations of our Committee, which are appended to our report. However, I do call your special attention again to items No. 1 and No. 2, which concern the two projects which I have emphasized this morning.

Mr. Chairman, I move that this report of the Tax Education and School Finance Committee be received and filed.

(Motion seconded by *Mr. Miller* of Virginia, no discussion offered, placed before the assembly for vote, carried; Report of Committee on Tax Education and School Finance declared received and filed.)

President Miller: The report of the Joint Committee of the NEA and the National Congress of Parents and Teachers will be presented by *Knox Walker*, Atlanta, Georgia, the chairman of the Committee.

Mr. Walker: *Mr. President*, members of the Representative Assembly, and friends: A great deal has been said during the last few years concerning PTA participation and understanding in the schools. I think the teachers of America have in the parents of the boys and girls the best friends that the schools and the teachers can have. I think the parents of the children have in the teachers the best friends that they can have.

You will find the complete report of this Joint Committee on page 333 in the Summary of Reports.

I move that the report be received and filed.

(Motion seconded by *Esther Helbig* of Iowa, no discussion offered, placed before the delegates for vote, carried; Joint Report of the NEA and the NCPT declared received and filed.)

President Miller: When *Mrs. Miller* and I and *Corma* and others of this delegation were in Malta last summer for the meeting of the WOTP, one of the delegates representing America was *Mrs. Newton P. Leonard*, who, I believe, was first vicepresident of the NCPT at that time, and she was a very important and active member of our delegation.

When you are associated on an island like that away from home for a week, with only about 20 or 25 Americans, you get very well acquainted and you learn to know your associates very well.

We have the highest regard for *Mrs. Leonard*. The NCPT shared that high regard and at their recent meeting in Indianapolis elected her president of the NCPT.

Mrs. Leonard was with us over in Kalamazoo last week and she has been with us all of this week. I know that the finest cooperation is going to continue between our great organizations and I am very happy at this time to present *Mrs. Newton P. Leonard*, president of the National Congress of Parents and Teachers, Rhode Island. (*Mrs. Leonard* then gave her address, which is found on page 59.)

President Miller: *Mrs. Leonard*, we thank you for taking these two weeks to be with us and work with us.

The next report will be that of the Committee on Tenure and Academic Freedom and it will be given by that very handsome and efficient chairman of the Committee, *Martin Essex* of Lakewood, Ohio.

Mr. Essex: *President Miller*, members of the Representative Assembly:

The shotgun dismissal of teachers, now much less prevalent than a decade or two ago, still creates much sorrow, discourages recruitment, and frequently brings havoc to a community. However, one may gratefully state that thousands of teachers no longer are required to submit an application to be rehired each year, and to suffer the indignity and uncertainty of such a procedure, which practice, we should remind the public, is unique to the teaching profession.

Approximately 80 percent of America's teachers now work in districts that have employment procedures governed by tenure or continuing contract statutes. The improved effectiveness of local associations and the Committee's policy of encouraging state associations to provide investigatory service in dismissal cases, has permitted the NEA to direct more time of its fine department to preventive measures.

In case after case, the investigation clearly exhibited the fact that the Committee's concept of professional practices in dismissal were not understood by lay boards, and, frequently, not by administrators and teachers. Almost two years ago the Committee dedicated itself to bringing the various bodies in our big country together for such an agreement or statement.

You have the finally agreed upon draft in your hands this morning entitled, *Practical Personnel Policies*. We know you appreciate the problems of negotiation, rephrasing, and resubmission to the various endorsees that you find listed at the bottom of the inside cover. Not only does it include the American Association of School Administrators, but the National School Boards Association, the employer, and the National Congress of Parents and Teachers; likewise, the NEA Department of Classroom Teachers.

Experienced and intelligent leaders advised that the hope of attaining such an agreement was foolhardy. All of these varied groups coming together and agreeing on a statement of employment in our profession would be a unique thing and certainly would be very difficult. The Committee itself was almost ready to throw in the sponge a year ago or, yes, even a few months ago.

You will note that it is more than a statement of orderly dismissal procedures. *Practical Personnel Policies*, three pages as we now know it, is intended to be the basic procedure of the profession of teaching as to personnel policy.

It will make the work of the superintendent and board less harassing and more effective if professional policy is clearly defined and understood. An awareness that teacher happiness and student welfare are two sides of the same coin appears to be making progress in America. The Foundation and Structure are written in general terms to better serve the varied conditions in the 90,000 independent districts in the states and territories. In a few years we hope the statements may be more definitive.

The first printing is for 50,000 copies. Won't you put yours to work when you report back home? We want every board and superintendent to know about it. Your criticisms of it are solicited.

Will you please turn to the Committee's annual report, which I believe is in your hands. Page 11, "Encouraging Fair Dismissal Practices," may be of particular interest to delegates from states that do not yet have tenure laws. The Idaho Code of Fair Employment Practices, page 11, may offer an idea to sparsely populated states. *Bess Bays* or *John Booth* will be glad to discuss it with you.

The San Antonio, Texas, plan (page 12) appears to offer possibilities on the local level. *Tommy Saunders* is here—he'll be glad to discuss that with you.

Page 14, on recent legislation, is encouraging, altho this was not a legislative year.

Fears, generated by world conflict of ideology and sharp differences as to the merit of the so-called welfare state, have kept interest in loyalty oath legislation and litigation rampant. *Virginia Kinnaird* has written a good summary on pages 15, 16, and 17. The Committee would remind our fellow citizens that academic freedom is nothing more than the free enterprise system in respect to ideas and that it is fundamental to the perpetuity of our Republic.

Dr. Frank Hubbard and the Research Division have continued to serve your Committee well.

Since the work of this Committee is so closely related to our individual and professional welfare, perhaps you would be pleased to know that the top staff of the NEA has given the Committee splendid cooperation. There is no question about an adequate budget or staff help to do the job in serving you.

You will find the Committee's recommendations on page 326 in the Summary of Reports.

Mr. Chairman, I move that the report be received and filed.

(The motion was seconded by *Jessie Cunningham* of West Virginia, no discussion offered, placed before the assembly for vote, carried; Report of the Committee on Tenure and Academic Freedom declared received and filed.)

President Miller: The report of the Joint Committee of the NEA and the American Teachers Association will be presented by *Mary L. Williams*, Charleston, West Virginia, the chairman of the Committee.

Miss Williams: The Joint Committee of the National Education Association and the American Teachers Association is now completing 24 years of operation as one of the standing committees of the NEA. There is appreciation for the opportunity, which the committee has had, to perform services in a most important area within the framework of education in these United States.

The function of this NEA-ATA Joint Committee is to initiate, to stimulate, and to implement the achievement of America's accepted concepts of equality and of democracy in education. This Joint Committee seeks to activate maximum utilization of the resources of these two national teacher organizations, their component organizations and individual members to the end that there shall be a wholesome and improved attitude, policy and action. The emphasis of the Joint Committee is upon intergroup and interorganization projects which may improve educational practice and human relations.

One area of projects of this NEA-ATA Joint Committee is that of accuracy, adequacy, and wholesomeness of educational materials. Textbooks have been reviewed and critical appeals have been made to authors and publishers. Special film presentations on the Negro have been sought, wider participation of Negro pupils, and the inclusion of more materials about Negro life in educational radio have also been sought. Special exhibits and kits of intergroup and intercultural educational materials have been prepared.

A second area of projects of this committee has been related to the acceleration of progress toward the equalization of educational opportunity for every American child. There have been presentations of the glaring inequities and disproportionate provisions. There has been cooperative support of the effort to secure Federal Aid to Education, there have been appeals to school boards and school superintendents to discharge their moral and legal obligations to provide equitably for every child. There has been expression of concern for the actual opportunity for the Negro child in the so-called mixed or nonlegally separated school.

Still a third area of projects of this NEA-ATA Joint Committee has been that of organizational and interorganizational effort. The NEA has been urged to utilize its influence in behalf of the equalization of educational opportunities. The NEA has been urged to include program presentations by Negroes and to insure

nondiscriminatory and nondifferential participation of all its members irrespective of race. Local and state teacher organizations have been urged to stimulate and insure full participation of their Negro members. Racially separated teacher organizations at the state and local levels have been urged to appoint joint committees to work on special educational problems.

Since the preceding meeting of the NEA Representative Assembly at San Francisco last July, there have been the annual meeting of this committee at the NEA headquarters last December and the annual discussion group meeting on yesterday afternoon at the Veterans Memorial Building.

At the meeting last December, the Joint Committee (a) reviewed the progress and problems of the special provision of the NEA Executive Committee to permit Negro state teacher associations to certify delegates to the NEA Representative Assembly from the *fourteen* states where NEA Negro members are not allowed membership in the NEA state affiliated organization, (b) received report of the completion of the project to provide 100 kits on intergroup education which are now available for loan to schools and higher educational institutions, (c) formulated a request for a research study on the status of public school education for Negroes, and (d) at the group discussion yesterday, the NEA-ATA Joint Committee reviewed its efforts and activities in the field of intergroup relations and had a rather illuminating discussion of suggestions and illustrative classroom activities in intergroup education at the elementary, secondary, and college levels.

Mr. President, I move that this report from the Joint Committee of the National Education Association and the American Teachers Association be received and filed.

(The motion was seconded by *Hupp E. Otto* of West Virginia, no discussion offered, placed before the delegates for vote, carried; Report of the Joint Committee of the National Education Association and the American Teachers Association declared received and filed.)

President Miller: One of the hardest working committees of the NEA, one of the groups that devotes the most time at the convention to its work, is the Committee on Resolutions. That Committee considered all resolutions presented to the Committee, applied its yardstick, national in scope and educational in character, to the resolutions and then came up with a report which is edited very carefully and then presented to a discussion group.

As a result, when the resolutions are presented to the Assembly, they have been considered very widely, discussed very widely, and usually can be approved rather quickly.

I wanted to make this explanation so that when resolutions are approved rather quickly, you will understand that there is no railroading involved, because they are discussed in discussion groups very carefully.

I will recognize the hard-working chairman of that Committee, who has worked on the resolutions for several years and has been chairman of the Committee this year—*Mrs. Margaret H. Burke*, Springfield, Massachusetts.

Mrs. Burke: The copies of the resolutions and platform have been in your hands. I hope you studied them so that I will not have to read them to you. However, I should like to read one resolution that you will find inside the front cover:

A Tribute

The National Education Association pays tribute to *Dr. Willard E. Givens*, executive secretary since 1935, for dynamic leadership, human understanding, and unselfish service. All of these have contributed significantly to the impressive growth in membership, the improvement of educational opportunity for the boys and girls of America, and the advancement of a unified teaching profession. The Association voices the affectionate appreciation of all its members and extends best wishes to *Dr. and Mrs. Givens* for health, happiness, and opportunity for continued service.

I move its adoption by a standing vote of this Assembly.

(The motion was seconded by *Miss Ewing* and carried with a rising, unanimous vote of the Assembly.)

Mrs. Burke: Now if you will turn to page 2 of the printed report of the Committee on Resolutions, you will see the platform of the NEA.

In 1951 the Platform was completely revised and rewritten and was adopted unanimously by the Delegate Assembly. One minor change has been made by this Committee. On page 7, the first column, under B, 3: establishment of federal— . . . those three words added for clarification. It now reads:

V. FINANCE

(B)

3. The federal government should reimburse local taxing bodies where federal acquisition of property and establishment of federal projects have distorted the tax base by loss of revenue or by increased population requiring extra school services;

There have been no other changes in the Platform and therefore I move the adoption of the Platform.

(The motion was seconded by *Miss Ewing* of Indiana and carried without dissenting vote; Platform of the National Education Association declared adopted.)

Mrs. Burke: On page 10 of this report you will find the Report of the Committee on Resolutions. With your permission, I will not read these resolutions, as they have been read and discussed by groups. I shall call them by name and by title.

Reporter's Note: In order that this record may be complete, the resolutions will be reproduced as they are brought up, altho they were not actually read at the time of presentation to and action by the assembly.

1. Functional Education in a Democratic Society. The National Education Association believes that the preservation, defense, and perpetuation of democratic ideals in our Republic depend upon a citizenry educated to interpret and defend our American heritage. The Association opposes vigorously the tenets of communism or the tenets of any other philosophy of government which deny freedom of thought and which ignore the intrinsic worth of the individual humanbeing.

To this end the National Education Association advocates a functional program of education based on the following principles:

(a) Education of all children is the primary responsibility of society.

(b) Curriculum, extracurriculum, and guidance programs should be constantly evaluated by school staffs to insure the optimum opportunity for all boys and girls to be prepared to participate in a democratic society, to enjoy its freedoms, and to be cognizant of and willing to assume the corresponding responsibilities attendant upon these freedoms.

(c) Life adjustment and terminal courses should be given their rightful places in secondary and adult education to insure the mental, physical, civic, moral, emotional, social, and vocational competence of our people.

I move its adoption.

(Motion seconded by *Dr. W. W. Eshelman* of Pennsylvania, no discussion offered, placed before the house for vote, carried without dissenting vote; Resolution No. 1. Functional Education in a Democratic Society declared adopted.)

Mrs. Burke:

2. Education for Moral and Spiritual Values. The National Education Association recognizes the necessity for a clear understanding of fundamental moral and spiritual values. The Association believes that along with the home, the church, and the community, the school has a major responsibility for building this understanding into human behavior.

The Association recommends that teacher-education institutions and inservice programs stress consistently the methods thru which these values may be developed and urges continuing research to increase effectiveness of instruction in moral and spiritual values.

I move its adoption.

(Motion seconded by *Miss Alma Link* of Wisconsin, no discussion offered, placed before the body for vote, carried without dissenting vote; Resolution No. 2. Education for Moral and Spiritual Values declared adopted.)

Mrs. Burke:

3. *Mid-Century Fundamentals.* As the public schools advance in the second half of the twentieth century, the National Education Association recognizes the importance of the traditional tools of learning which are commonly known as the fundamentals. It also recognizes that the demands of today upon the schools are many times more exacting and complex than those of a few decades ago.

To meet these new and continually emerging needs, the Association believes that additional fundamentals, such as life adjustment, family living, physical and mental health, safety, economic and civic competence, and wholesome recreation are essential, and mark the difference between modern schools and those of 50 years ago.

The Association commends participation by committees and commissions of public spirited citizens with parent-teacher associations, boards of education, and school staffs in the development and support of these modern programs of education and welcomes the continuance of such participation.

I move its adoption.

(Motion seconded by *Mr. Phillips* of Kansas, no discussion offered, placed before the body for vote, carried without dissenting vote; Resolution No. 3. Mid-Century Fundamentals declared adopted.)

Mrs. Burke:

4. *Attacks on the Public Schools.* The National Education Association believes in and welcomes constructive criticism of the public schools. It recognizes that the growth and development of American schools thruout their history have come in response to honest criticism and community thinking. Often the real purpose of general and irresponsible attacks is found to be the reduction of school costs and the curtailment of the school program. These attacks cannot succeed if thoughtful teachers, parents, and other interested citizens work in close cooperation for the improvement of public education.

I move its adoption.

Motion seconded by *Dr. Eshelman.*

Mr. James Cullen (New York): I want to support the adoption of this resolution and make a brief statement.

I think one of the serious threats to an effective educational program is the fear which exists among many very loyal teachers who want to teach about the dangers of the communistic world program but who are afraid to discuss these dangers because some vigilant groups may misinterpret sound teaching practices in this field.

The tendency on the part of some teachers to "play safe" because of the fear of criticism and to avoid discussing communism's dangerous goals is a disservice to the public schools and to this nation.

The various parent-teacher associations and constructive citizens committees thruout the country can render valuable leadership in their respective communities by insisting that controversial issues of vital importance to the welfare of these United States shall receive adequate, objective discussion and evaluation in the proper place in our school programs.

I think there is no more dangerous tendency today than the tendency growing among teachers to avoid doing anything that is not exactly safe and the attacks on the public schools are increasing that tendency, and I think we should give every encouragement to PTA groups and citizens groups to see that controversial issues are fairly and adequately discussed in every classroom in this nation. (Applause.)

(Motion placed before the delegates for vote, carried without dissenting vote; Resolution No. 4. Attacks on the Public Schools declared adopted.)

Mrs. Burke:

5. *Professional Solidarity.* The National Education Association notes with approval the increased professional interest demonstrated by its growing membership and the general adoption of the Centennial Action Program. The Association

encourages the continuance of this evolving spirit in order that professional pride, unity, and solidarity among the teachers of America may be strengthened.

I move its adoption.

(Motion seconded by *Philemon E. Head* of Florida, no discussion offered, placed before the body for vote, carried without dissenting vote; Resolution No. 5. Professional Solidarity declared adopted.)

Mrs. Burke:

6. *Teacher Education.* Education is a major profession. It should be recognized as such by the general public and by all institutions of higher learning. The Association recommends that appropriate steps be taken by the organized teaching profession in cooperation with state and local official educational agencies toward the development and general acceptance of higher standards for accreditation of all programs of teacher education.

The Association reaffirms these principles:

(a) A background of successful teaching in the public schools should be a prerequisite to employment on a teacher-education faculty. Periodic experience in the public schools by staff members is essential.

(b) Teacher-education faculty members should have adequate preparation in the area in which they are teaching. They should receive salaries comparable to those paid in any other professional school or college.

(c) Members of teacher-education faculties should be members of their local, state, and national education associations.

The Association approves the proposed National Council for Accreditation of Teacher Education as a practicable means for improving teacher competency.

I move its adoption.

(Motion seconded by *Mr. Head*, no discussion offered, placed before the body for vote, carried without dissenting vote; Resolution No. 6. Teacher Education declared adopted.)

Mrs. Burke:

7. *Teachers' Salaries.* The National Education Association commends those state legislatures and local boards of education which have endeavored to meet the problem of teacher shortage by raising teachers' salaries. In spite of these efforts, thousands of children who should be in school are denied educational opportunity. Other thousands are on parttime programs or are under the instruction of teachers with substandard preparation. This is because the annual supply of qualified teachers is far below the number required to keep pace with rapidly increasing school enrolments.

The Association points out that with continuing inflation, teachers' salaries still lag behind other professional and industrial incomes. Unless means can be found by an aroused public to increase salaries to levels which will retain competent teachers in the schools and attract persons of outstanding ability to the profession, there will be increasing curtailment of educational opportunities for children.

I move its adoption.

(Motion seconded by *Lila Schofield* of Maine, no discussion offered, placed before the body for vote, carried without dissenting vote; Resolution No. 7. Teachers Salaries declared adopted.)

Mrs. Burke:

8. *Teacher Retirement and Social Security.* The National Education Association believes that properly planned and adequately financed state and local retirement systems serve best the requirements of the teaching profession.

If these systems are to be supplemented by federal social security provisions, the enacted federal legislation and state laws should give unconditional assurance that the total retirement benefits will not be reduced below those now guaranteed by present law. Such supplementary legislation should require an endorsement by referendum among the active members of the existing state or local retirement system.

I move its adoption.

Motion seconded by *Mr. Phillips*.

Mr. J. W. Letson (NEA state director, Alabama): Speaking for the Alabama delegation, I would like to propose an addition to this resolution, coming at the end, by the addition of this sentence: "The Association shall actively support permissive federal legislation drawn in keeping with the provisions of this resolution."

I would like to move the acceptance of that as an amendment to that resolution. Motion seconded by *James E. Conlon* of Rhode Island.

President Miller: The motion is on the adoption of the amendment. Is there any discussion of that motion?

(Question on the motion called for—motion placed before the assembly for vote, and "noes" declared to carry; motion for amendment declared lost.)

Miss Frances Kenney (Illinois): I have two questions to ask in regard to the wording of the second paragraph. Question 1 is, is there any state or local area which is working to add Social Security to the present local or state retirement. The second question is, is such action, that is, to use the local or state retirement plan as a base and add Social Security, either possible or legal under existing law or statute?

President Miller: The answer is "yes" to both questions.

Miss Kenney: Nevertheless, in most states which have good retirement plans, it is suggested that possibly this would be the way out and in those states we are not going to be able to do that sort of thing.

I feel this wording could be the other way around, that the federal—if federal Social Security provisions are to be used as a base—supplemented by state and local retirement systems and then go on from there.

President Miller: Do you make that as a motion?

Miss Kenney: I move that the Social Security be mentioned first, to read, if federal social security is to be used as a base, supplemented by local or state retirement system, striking the first line.

President Miller: Is there a second to the motion?

Motion seconded by *Marcella Schneider* of Wisconsin.

Mr. Milson C. Raver (Maryland): I should like to speak in opposition to this amendment. I am a member of the Executive Committee of the National Council on Teacher Retirement, an appointive member from the NEA.

The Council has been considering this matter of Social Security for teachers for several years. The existing policy of NEA up to this time has been that public employees covered by retirement systems should not have coverage by Social Security.

Time has brought a change in our position and thru a continued study the present amendment as printed has been developed by the Council. Social Security is now applied to some groups of public employees, namely, teachers in several states. I do not know that we can say that it is a base; in one or two instances it is. In others, it is supplemental to retirement systems. There are several states considering making Social Security supplementary to their retirement system. The important job before us is to preserve the benefits which teachers thruout America have in their retirement systems; the sums have been invested by both the employee and employer in state and local subdivisions and we feel that we must very carefully move into a new position in which these benefits and accrued rights will be protected.

There has been no opportunity to study this amendment; this has been made in contrast to the resolution that was presented and I therefore believe that we might endanger the position which we hope to take to protect those vested rights and accrued rights of individual teachers. I therefore urge the Representative Assembly to oppose the amendment.

Miss Kenney asked for the floor.

President Miller: The Parliamentarian tells me I cannot recognize you until anyone else who wants to speak has spoken.

Mr. Craig P. Mincar (Colorado): I hope that you will vote this amendment down. Colorado, as many other states, has a very fine state retirement plan I feel,

and many of our delegates feel that this would jeopardize the fine state retirement programs that are in existence at this time. We hope that you will vote this amendment down and leave the resolution as it is worded in the Report of Resolutions.

Mr. Wilmer L. Schultz (Connecticut): We concur with Colorado.

President Miller: Any other discussion?

Mr. Frank Heimisch (Nebraska): I, too, am a member of the Executive Committee of the National Council on Teacher Retirement and one of the NEA appointives on the Council. I believe there is one point that has not been raised here—I speak in opposition to the amendment—and that one point is that it is impossible to have Social Security and supplemental retirement benefits in any state without first repealing all present retirement laws within that state affecting those particular public employees, and then starting out anew, putting in Social Security and adding to it afterwards.

Thus far that procedure, we believe, is very hazardous and I think this amendment is a little premature; perhaps something like that may be worked out in the next year or two, but at the present time we feel that this approach should be tabled.

Mrs. Thelma Flavin (Nevada): We have a retirement system also and feel that this amendment should be voted down.

Mr. Leslie Johnson (Wisconsin): We polled our delegation and the majority feel we would like to have this amendment defeated.

Mr. Ed Henderson (Florida): Our delegation has just requested that I urge the defeat of this amendment.

Mr. Clark (New York): We are opposed to this amendment. It would be detrimental to us.

Miss Kenney: I was anxious to have an open discussion of the point. We believe, actually, I think, in Illinois that the best thing that all of us could do would be simply to work for finer retirement and ignore the Social Security field. My purpose was to get expressions on the matter of retirement systems and building them. I think it is very dangerous for us to relax too much our stand for retirement systems first. So I will withdraw the motion to amend and hope that everyone here will go home with the idea that the less we work towards Social Security and the more we work to get good retirement systems for ourselves and other employee groups in the states, the more we will be reaching the ideals which the NEA set. I withdraw the motion because my purpose was to get discussion on this important resolution.

President Miller: Does the person who seconded the motion withdraw her second?

[*Miss Schneider* (Wisconsin), the seconder, consented to the withdrawal of the motion.]

(Motion then placed before the assembly for vote, carried without dissenting vote; Resolution No. 8. Teacher Retirement and Social Security declared adopted.)

Mrs. Burke:

9. Conservation of Human and Natural Resources. The National Education Association believes that the waste of human and natural resources, with the prospect of impoverishing future generations, is today a national problem of great gravity and educational significance.

The Association encourages the development of an educational program for the conservation of human and natural resources, which will include cooperative planning with industry, business, labor, agriculture, governmental and welfare agencies, and the general public.

I move its adoption.

(Motion seconded by *Miss Link* of Wisconsin, no discussion, placed before the body for vote, carried without dissenting vote; Resolution No. 9. Conservation of Human and Natural Resources declared adopted.)

Mrs. Burke:

10. Compulsory School Attendance. The National Education Association believes that the lack of uniformity among the states in school attendance laws and the

diversity in enforcement practices constitute a needless handicap to education. Our population is extremely mobile. Therefore, practices in any state materially affect adjoining states, and, to a lesser degree, others more remote. The Association recommends that local, state, and federal authorities cooperate to safeguard educational opportunities for the children of migrant workers. The Association also recommends that each state analyze its school attendance laws and, where necessary, make the following revisions:

(a) The compulsory school attendance age should be raised to 18 years or high-school graduation, with provision for the issuance of work permits where individually desirable for those pupils who have reached age 16.

(b) Enforcement procedures should be established to conform to the best principles of educational practice.

I move its adoption.

(Seconded by *Francis W. Beedon* of Michigan, no discussion offered, placed before the house for vote, carried without dissenting vote; Resolution No. 10. Compulsory School Attendance declared adopted.)

Mrs. Burke:

11. Athletics. The National Education Association believes that school athletics constitute a part of a balanced educational program and should be administered solely by educational authorities with that end in view. No aspect of the educational program should become so important as to subordinate other aspects. The Association notes with satisfaction that the Educational Policies Commission is now engaged in preparing a major report on athletic policies for elementary and secondary schools.

I move its adoption.

(Motion seconded by *Mr. Phillips* of Kansas, placed before the delegates for vote, carried without dissenting vote; Resolution No. 11. Athletics declared adopted.)

Mrs. Burke:

12. Narcotics. The National Education Association believes that the schools should continue to stress education regarding the harmful effects of narcotics by making full use of the most recent research on the problem.

The Association invites the attention of law-enforcement officers to the necessity for vigorous action to prevent the spread of the use of narcotics and pledges to them the full cooperation of the teaching profession.

The Association recommends federal legislation that would impose special penalties for the sale or any other form of distribution of narcotics to minors.

I move its adoption.

Motion seconded by *Miss Link*.

Mr. Earle T. Hawkins (Maryland): *Mr. President*, our delegation feels it would strengthen the statement in narcotics if in the last paragraph, in the first sentence, where the statement now reads, "The Association recommends federal legislation," a change would be made so that the sentence would read, "The Association recommends local, state and federal legislation . . ."

We realize that there cannot be adequate control of federal legislation, but we know many states and local communities have supplemented the federal legislation by state and local legislation.

I move the words, "local, state and," be inserted in front of the word "federal" in the first line of paragraph 3.

Motion seconded by *Miss Lura Bennett* (New Mexico).

President Miller: The chairman of the Editing Committee tells me they are willing to accept the amendment, but the question is on the adoption of the amendment . . . is there any further discussion?

No discussion offered, placed before the meeting for vote, and carried.

President Miller: The amendment is adopted without dissenting vote. Is there any discussion of the motion to adopt Resolution No. 12 as amended?

(Question on the motion called for, motion placed before the assembly for vote,

carried; Resolution 12. Narcotics declared adopted as amended, without dissenting vote.)

Mrs. Burke:

13. Television. The National Education Association commends the Federal Communications Commission for setting aside channels for noncommercial educational use. The Association requires the Commission to reserve these channels until education authorities can arrange to use them and urges educational institutions to apply for and employ these channels at the earliest practicable time.

The Association commends the Ford Foundation and the Joint Committee on Educational Television, and all others who assisted, for their efforts in safeguarding television channels for education and in providing counsel and advice for installation and operation of noncommercial educational stations.

The Association encourages all attempts to cooperate in the exchange of programming resources from community to community including the use of kinescopes and films. It encourages the establishment of a production center in aid to programming, which is responsible to the educational institutions employing the services of the center. It approves the appointment of a citizens commission to assist in the extension of educational television and to appraise the impact of television for educational purposes or for commercial purposes upon the opinion and the progress of the American people. It advises that any such commission should be democratically constituted and administered, recognizing the viewpoints of all segments of American life.

I move its adoption.

(Motion seconded by *Mr. Scofield* of Maine, no discussion, placed before the convention for vote, carried; Resolution No. 13. Television declared adopted without dissenting vote.)

Mrs. Burke:

14. Education for Peace and Security. The National Education Association recommends that all schools subscribe to the United Nations Education Service as a means of developing mature public opinion on world problems and of giving teachers a stronger voice in international affairs.

The Association also recommends that schools support the Unesco Rehabilitation Program of aid for education in the war-devastated and underdeveloped areas of the world, and participate in the Unesco Gift Stamp and Coupon Plan, as a means of promoting international understanding and goodwill.

I move its adoption.

(Motion seconded by *Mr. Head* of Florida, no discussion, placed before the delegates for vote, carried; Resolution No. 14. Education for Peace and Security declared adopted without dissenting vote.)

Mrs. Burke:

15. Teacher and Student Exchange. The National Education Association notes with approval the success of the programs for the international exchange of teachers and students and encourages the continuation and expansion of this commendable practice.

The Association recommends the establishment of a clearinghouse for information on international educational-exchange programs in the United States Office of Education.

I move its adoption.

Motion seconded by *Mr. Phillips* (Kansas).

Dr. Alfred M. Franko (New York): I would like to move for the addition of the word "national," so that it reads, "national and international exchange of teachers and students and encourages the continuation and expansion of these commendable practices."

Motion seconded by *Miss Adair* (Virginia).

Mr. Franko: I think it is just as important for the promotion of solidarity among our profession that we know each other. I would like to see teachers go from one

state to another, from one school system to another and know the problems faced by each other's group.

I am from New York, and I would like to break down my professionalism which we have in great abundance in New York and know the problems of the teachers and education in the other states. I think it would make for a greater NEA for us to know each other and work together in greater unity.

We cannot do it unless we know each other's problems. I feel the programs that have been under way have done a great deal of good and I think the NEA should encourage their promotion.

Mrs. Burke: The question has been raised whether *Dr. Franko* means national or interstate exchange of teachers—that may make a difference in the thinking of the people here.

President Miller: The question that was asked of you was whether you mean national or interstate exchange.

Mr. Franko: Interstate exchange.

President Miller: It has been suggested that you might change your motion accordingly.

Mr. Franko: I will do it with the consent of the person who seconded my motion.

Miss Adair, the seconder, signified her consent.

President Miller: She agrees to that.

Mr. Franko: I spoke to the Committee on Resolutions yesterday, and there was no feeling of opposition to this motion at all; in fact, they believed it should be done. Whether this is the right place to do it or not, I don't know. It may weaken the idea of the whole thing which relates to international exchange, but I do want to bring it before the house. I think it is very important that we encourage exchange of teachers within school systems, one state to another, that we know each other a little better and have a greater professional solidarity.

Whether it is done now or next year, I think definitely we should encourage it.

President Miller: *Mrs. Burke* tells me the Editing Committee has no objection to this amendment.

Miss Mowrey: I should like to have the amendment read now, as it is proposed, to see if we are doing what the intent is, please.

President Miller: The first paragraph of Resolution 15 would read:

The National Education Association notes with approval the success of the programs for interstate and international exchange of teachers and students and encourages the continuation and expansion of these commendable practices.

Miss Mowrey: My question is, do we have at the present time a program of interstate exchange? What we are doing in that first paragraph is noting with approval the success of the programs already established. I believe that the matter is in the wording, and I think it might well be put some other place rather than in the first paragraph.

President Miller: I am told we do have much interstate exchange of teachers.

Miss Mowrey: If the program which has been established is well known, so that it will continue—that is my only question.

President Miller: Yes.

Does anybody want to answer her question?

Mrs. Burke: Last year the resolution concerning international relations in Unesco was embodied in the Platform of the NEA, but it was the feeling of the Resolutions Committee that this idea of international exchange should not go without notice. For that reason, to add emphasis to our program of international exchange of teachers and to the means of implementing it by means of Unesco Gift Stamps and Coupons, it was the vote of the Committee that this be included simply to emphasize international exchange and not to take notice of any program of exchange in the states.

Miss Alice Vail (Arizona): I would like a little information—do these words, international and interstate, both of them together exclude Hawaii, Alaska and

Puerto Rico, do they come under interstate or international, or do they not come under either one? We surely want them in there.

President Miller: You know, women can ask a lot of embarrassing questions (Laughter.)—but the NEA's interpretation of interstate includes the territories.

Miss Vail: Thank you—that is all I wanted to know.

President Miller: Any other discussion on the motion to amend?

The question has been called for.

(Motion then placed before the body for vote, and carried.)

President Miller: Is there any further discussion of Resolution 15 as amended.

(No discussion offered, placed before the delegates for vote, carried; Resolution 15. Teacher and Student Exchange declared adopted as amended without dissenting vote.)

Mrs. Burke:

16. Public Funds for Public Education. The National Education Association believes the American tradition of separation of church and state should be vigorously and zealously safeguarded. The Association respects and upholds the rights of groups, including religious denominations, to maintain their own schools financed entirely by their supporters so long as such schools meet the educational, health, and safety standards defined by the states in which they are located.

The Association reaffirms its position that all agencies charged with the responsibility for the expenditure of public funds for education or the shaping of educational policy should devote such funds exclusively to publicly-controlled and tax-supported educational institutions.

I move its adoption.

Motion seconded by *Miss Ewing* (Indiana).

Mr. Schultz: Speaking for the Connecticut delegation, we have two questions we would like to ask—what change will Resolution 16 make in NEA policy—in other words, what effect will Resolution 16 have upon states that render auxiliary services at present to non-public schools, such as lunchroom, health, transportation?

President Miller: I shall ask the chairman of the Resolutions Committee to answer that.

Mrs. Burke: I hope I can. The last paragraph of this resolution was re-written to reconcile it with the Platform, and if you will turn to page 7 (V. Finance) (b) 1., it states:

Federal funds provided with the understanding that the expenditure of such funds and the shaping of educational policies be matters of state and local control.

As for auxiliary services, the Resolutions Committee has taken no position on that.

President Miller: Does that answer your question, *Mr. Schultz*?

Mr. Schultz: Yes.

Mr. Conlon (Rhode Island): I rise in opposition to this resolution and these are my reasons:

1. The resolution is inaccurate. Safeguarding separation of church and state does not require opposition to tax-supported bus rides and other school welfare services furnished to nonpublic-school pupils. My authority for this statement is the U. S. Supreme Court which has upheld the legality of spending public funds for these school services furnished to nonpublic-school pupils. I think that our Association's position on the church-state relationship should be based upon Supreme Court decisions.

2. The resolution is inconsistent with the nonsectarian character of our Association. This resolution implies that the entire NEA membership must make a profession of faith, in a sectarian point of view, on the church-state relationship. Sectarianism has no place in the NEA. Our Association is not a sectarian organization. Therefore, I have a perfect right to oppose this resolution which expresses a decidedly sectarian point of view on a delicate religious issue.

3. The resolution is unwise. As I said last year in San Francisco, "This resolution" (which was substantially the same as this resolution now under consideration)

"ties the hands of our Legislative Commission to a position on federal aid that twice has been defeated in Congress."

Fellow delegates, please understand the implications of this resolution. If we approve it, we will in effect direct the officers of the NEA to oppose any federal-aid legislation which in any way gives the least bit of aid to nonpublic-school pupils. If we take this position, we will have ourselves to blame if again next year we hear the same sad story about our inability to put over desperately needed federal-aid legislation.

I said this last year. This year our chances of getting federal aid legislation are even more remote than they were last year. Nevertheless, we are considering once again a resolution which in effect says, "Better to have no federal aid at all than to give one penny to non-public-school pupils." (Applause.)

If this be our position, we ought to set aside the ambiguities of this resolution and say exactly what we mean. Then all our members would know exactly where their Association stands on the vital question of federal aid to Education.

Finally, approval of this resolution will only intensify the religious animosity and tension we all deplore. For this reason above all others, I plead with my fellow delegates to reject this resolution, so that in a spirit of understanding and goodwill, all of us, without regard for our different religious affiliations, may work together harmoniously and successfully for the good of the public school profession and the public school children of the nation.

Mr. John M. Booth: Idaho, it is true, is just one percent of the NEA membership, but with the historical policy for federal aid not only without federal control but limited at the same time to public, tax-supported schools, makes its small but urgent voice heard in favor of this resolution. (Applause.)

I should like to say, or perhaps ask a question, the Supreme Court decision to which the immediately preceding speaker referred, was a decision upon health services and not upon school services.

I could be questioned on that, and I perhaps could not defend my position, but that is my opinion.

Mrs. Johanna Lindlof (New York): *Mr. Chairman* and fellow delegates: First of all, I would like to say this: I believe that the question of federal aid for public schools only is such a vital question that no resolution proposing to support it should be stated in an ambiguous manner.

I believe a simple resolution stating that simple fact would be something that could be voted upon by everybody here. We are living in a democracy. The backbone of any democracy is its public schools, which are open to all children. (Applause.)

I believe that the resolution should be withdrawn as it is or changed so that there will be no doubt about what we mean. There is nothing sectarian about public federal funds for public schools only. That is very definite. We should provide enough schools to have room for all children who wish to attend public schools. That does not mean that special groups who care to have their own private schools or parochial schools may not do so and support them themselves. (Applause.)

That is my point and I wish you could divide it and have a separate bill for health services. Nobody, even people who wish to limit federal funds for public education only would deny health services to anyone. I believe not only children but even grown people need health services and if they cannot afford to pay for them themselves, for the good of all of us, the country should supply that health service.

Let's have no mistake and no ambiguity about what we mean. I hope the Resolutions Committee will bring in a proper resolution. Let us vote for a clean bill of federal aid for public schools only.

Raymond E. Booth (Arizona): I think we need to consider just one basic question—this question comes up every year. I have attended a good many of the NEA Conventions and always this is a question of contention, but if we keep in mind a basic proposition and that is, are we training our boys and girls in the

school for sectarianism or are we training them to be citizens of the United States of America?

I am in favor of the resolution as printed in the printed report.

Thank you.

Mr. Paul Street (Illinois): I would like to speak as a member of the Resolutions Committee and say that the Resolutions Committee tried to avoid the proposition in regard to whether it is for or against private parochial schools, and it indeed as you may note, upholds the private school along with the public schools. In other words, if this resolution be sectarian, it is more than sectarian; the resolution takes the position that there is something that transcends sectarianism, namely, the right of both kinds of school systems to exist in America.

The Committee was willing to take the Supreme Court's decision or interpretation upon the matter of whether or not, for instance, bus transportation might be paid and other auxiliary services delivered to all the children. It had taken into account that interpretation in the Supreme Court and it felt that this resolution did not affect such auxiliary support by the government—that was not an issue—or by the state or local governments, either.

Mr. D. D. Cooper (Montana): Without any attempt at oratory, the Montana delegation would like to support the statement made by *John Booth* of Idaho and urge the support of this assembly for this resolution.

Mr. Maurice Crew (Illinois): Speaking as an individual and not for the Illinois delegation, it seems to me that talk and debate about federal aid to education at this time is rather impractical—there is no federal aid to education to be available to schools no matter what the need. We are spending our money for military preparedness and other things. We are simply dividing our organization and getting off the program of a unified profession. Let's forget about the federal aid issue for the time being—we cannot get it anyway. I think the time to go out and shoot rabbits is when rabbits are available and when rabbits are in season.

Furthermore, I would like to say that health services available to children are not involved in that sort of thing, but should they be channeled thru the schools—are there not other agencies, local communities, towns, etc., thru which those health services should be channeled—why should those items go thru the schools, anyway?

One thing that we might very well be concerned about is what I prefer to call the federal disservice to education. Before 1938, one-half of all the taxes collected was spent at home for schools, town, county, community; now 6/7 of the tax collected goes to Washington, D.C., to the federal government. We are going to be left out on a limb trying to support schools on 1/7 of the tax collected.

Let's work on things vital right now, not divide ourselves on idle debate on something we cannot get. (Applause.)

(Question on the motion called for—motion placed before the assembly for vote, carried; Resolution 16. Public Funds for Public Education declared adopted.)

Mrs. Burke:

17. Public Schoolhousing. The National Education Association believes that the upward surge in school population and the great lag in schoolhouse construction constitute an important phase of the national emergency. This must be met with continued federal action to provide adequately for an assured flow of critical materials for essential public school building construction, equipment, and supplies.

The Association also recommends that federal funds be made available to assist the states in meeting the critical needs for public schoolhousing. Such funds should be distributed thru the regularly constituted state educational agencies.

I move its adoption.

(Motion seconded by *Dr. Eshelman*, no discussion offered, placed before the assembly for vote, carried; Resolution 17. Public Schoolhousing declared adopted without dissenting vote.)

Mrs. Burke:

18. Appreciation. The National Education Association expresses appreciation for

the hospitality and courtesy extended by the authorities and citizens of the state of Michigan and the city of Detroit. The Association expresses to newspapers, radio, and television stations sincere appreciation for their thoro and objective covering of this Convention. The Association thanks everyone who has helped to make this Ninetieth Convention a success.

I move its adoption.

(Motion seconded by *Miss Ewing* and carried unanimously; Resolution 18, Appreciation, declared adopted.)

Mrs. Burke: I move the adoption of the Report of the Resolutions Committee, Resolutions 1 thru 18 be adopted, as amended.

Motion seconded by *Miss Ewing*.

Mr. H. L. Smith (Illinois): Is it in order to move the nineteenth?

President Miller: I don't believe so—as the report of the Resolutions Committee?

Mrs. Burke: Not as a part of this report.

President Miller: The motion is on approval of the report of the Resolutions Committee, items 1 thru 18. Is there any discussion?

(No discussion offered, motion placed before the body for vote, carried; Report of Resolutions Committee, Items 1 thru 18 declared adopted.)

Mr. Brooks (Arizona): We have experienced considerable controversy during the past few days on an article which appeared in the June issue of the *American Legion Magazine*, which was written by Irene Kuhn which attacked educators, public schools and the NEA.

After considerable study and consideration by many delegates, the following resolution was adopted: (this resolution will result in a firm stand by the NEA, yet leave the door open for cooperative study and for a suitable solution which will restore mutual respect by some of these great national organizations.)

As a member of the American Legion, president of the Arizona Education Association, I have been given the honor by our NEA director, *Miss Alice Vail*, and by unanimous approval of Arizona's 31 delegates to present the following resolution:

Whereas, For over thirty years the National Education Association and the American Legion have cooperated in a program for the improvement of public education and the best welfare of America's children; and

Whereas, On Wednesday, July 2, 1952, the Commander of the American Legion addressed the Delegate Assembly of the National Education Association, charging teachers with great responsibilities in preparing "a people for survival or destruction," and stating, "It will take thought and effort, sincerity, devotion and patriotism. I know you are equal to the challenge, and I express my confidence in you"; and

Whereas, In June, 1952, the official magazine of the American Legion published an article entitled "Your Child Is Their Target," and

Whereas, This article is replete with misstatements of fact as well as serious errors of interpretation; and

Whereas, It irresponsibly alleges, without substantiation from any official action on the part of any representative body of the teaching profession, that a subversive movement has existed in the teaching profession for thirty years;

Therefore be it Resolved, That this Thirty-first Representative Assembly of the National Education Association

1. Protest the careless and contradictory statements in the article, "Your Child Is Their Target;" and

Be it further Resolved, That this Representative Assembly

2. Request the leaders of the American Legion to join with leaders of the National Education Association in a thoro and unbiased study of the background and nature of the allegations against public schoolteachers and their chosen leaders as stated in the June 1952 article; and

Be it further Resolved, That this Representative Assembly,

3. Urge the Legion to make available space in an early issue of its magazine, equal to that given the writer of "Your Child Is Their Target," for a reply by a member of the Legion to be selected by the National Education Association as its official representative; and
4. Express appreciation to those local Legion posts that have pointed out inconsistencies and inaccuracies in this article and expressed continued confidence in the members and leaders of the teaching profession.

Be it further Resolved, That this Representative Assembly

5. Express its strongest endorsement and approval of *Dr. Willard E. Givens* and the other officers and staff of the National Education Association; and
6. Urge all fair-minded Americans to recognize anew the proud record of service which the National Education Association and the teaching profession have given to the growth, strength and leadership of our nation, a record of loyalty and service second to no other national organization or profession.

I move its adoption.

Motion seconded by *Mr. Averutt* (Virginia).

Dr. Andrew Holt (Tennessee): I have never disagreed with Arizona on anything and I am not going to start now. I heartily agree with the sentiment expressed in that resolution; however, yesterday the *President* read what I thought was a masterpiece in answer to the attacks which have been made on us thru the article and thru the report on the Commander's speech. We expressed our attitude on the issue when we adopted or approved, without dissenting vote, the statement of the *President*.

I believe that is the best statement that could be prepared up to and including this resolution, and I am personally of the opinion that we should defeat this resolution not because we disagree with it, but because action has already been taken which I believe better expresses our attitude.

Mr. Albert M. Johnson (Massachusetts): I speak as a classroom teacher and as a veteran, having belonged to the Legion. I feel that this resolution would be fine in many aspects and I agree with a great deal of the content.

However, there is a time to fish and a time to man your nets. Such a resolution with the instructions contained therein would only tend to antagonize and divide us. After our great relationship with the American Legion over these years, it seems as tho the method used as attempted yesterday would be far more effective than to at this time favor this statement which has been set up as a resolution.

We surely can fish better in quiet waters than we can in rough waters; let us do this the way it has been proposed and it will be much more effective, not forgetting that any antagonisms created by a resolution like this will only foster greater difficulty at the American Legion Convention later on this year.

Unity with the American Legion and a little humility on our part will go a long way.

Miss Jessie Cunningham (West Virginia): I believe in view of what happened yesterday and the unanimous consent to that statement that was given by this Representative Assembly, in view of that, I move to table the motion.

Motion seconded by *Dr. Franko* (New York).

President Miller: The motion is to table the resolution and that is not subject to discussion. All in favor of the motion to table will please say "aye"—opposed, "no"—the ayes seems to have it—the ayes do have it—the resolution is tabled.

We will recess until two o'clock this afternoon.

(Meeting then recessed at 12:30 P.M.)

FIFTH BUSINESS SESSION

Friday Afternoon, July 4, 1952

THE meeting was called to order at 2:00 P.M. by *President Miller*.

Following the call to order, *President Miller* introduced *Mr. H. V. Cooper*, superintendent of schools, Vicksburg, Mississippi, representing the Board of Directors, who pronounced the invocation.

Mr. Cooper: Eternal God, our heavenly Father, thru Thy Son Thou hast said, "Suffer little children to come unto me and forbid them not."

Thus Thou hast given everlasting sanction to the cause of childhood. May we emulate the Master Teacher in this sacred cause. With childlike humility, but with pride that is the right of all those who truly serve, may we go about the task that confronts us today and every day. Give us we pray Thee the spiritual courage that is the rightful heritage of a free people, and bless the work Thou has inspired us to do. Each day direct us on to higher planes of endeavor and into more fruitful paths of accomplishments and the glory shall be Thine, thru Christ our Lord. Amen.

President Miller: Thank you, *Mr. Cooper*.

"The Pledge of Allegiance" and singing were led by *Maria Luisa Munoz*, supervisor of Music, Puerto Rico.

President Miller: The leading of our singing has been singularly good during our Convention, and I am sure it has never been surpassed.

We will now refer to this morning's program, at the point where we recessed. The first item on the agenda today is the Report of the Board of Trustees. It will be presented by *Dr. A. C. Flora*, chairman of the Board of Trustees.

Dr. Flora: If you will turn to page 1 of the Financial Report you will find the Report of the Board of Trustees. (See pages 288-91.) We can dispense rather quickly with this part of the Association's business this afternoon.

I will carry you thru the very high spots of this report and you can study the details of it later, if you have not already done so. In the first column, under General Fund, you will notice Cash on Hand, as of May 31, 1951 and 1952. Next, a comparison of Securities, a total of \$649,635.42 in '51; \$775,214.03 in '52.

I would like you to note the various and sundry items under Securities. Bonds have already been given to you. Then down below, if you will please note, Stock of Linwood Hotel Company, Paid in by curtailments on mortgage, Life Membership Notes—totaling in Securities as of this fiscal year, \$1,981,621, as compared to \$1,845,731.73 one year ago.

Now, if you will add to those securities the securities of the NEA proper, if you will add that to the securities below, Parker Teacher Welfare Fund, Department and Associations, you come down to the total of Net Book Value of Permanent Fund, that is, NEA proper, plus all of its departments—last year it was \$1,949,912.43; this year, \$2,092,202.76.

Below that you will note Reserve for Life Membership Notes, and Securities held as Reserve on Building Depreciation. We had set up a policy setting aside 10 percent each year of the total value of our properties for depreciation reserve and that is actually not a book account, but investments in bonds to the amount of \$190,489.50.

Total Gross Book Value of Permanent Fund Assets, as of end of this fiscal year, \$2,297,263.49.

I do not think I need to carry you thru the rest of this report. You can read, I think, with profit.

I would like to comment on two or three items at the end of this report, if you will turn over to page 2. I would like to point out that we bought the Martinique Hotel for the purpose of future expansion. While we did not buy this for the purpose of operating it as a hotel, but to secure future space, we are operating it as a hotel and with profit. This year we turned back more than \$10,000, so that the Martinique

Hotel while not being entirely used for NEA purposes as it is, is serving us with a good return on our investment.

The next thing I want to comment on is in the next paragraph, beneath the Martinique discussion, in which we discuss the matter or need of increasing facilities and need for increased facilities now, this year, 1952. I want to say to you that the Board of Trustees and the staff in Washington have given a lot of time in connection with this problem. They made surveys of property thruout Washington and came back to Sixteenth and M Streets with a view to start immediately on a building program.

Our present plans are, as quickly as we can get the plans, to tear down the garage property which is east of our main building on M Street and build a modern, eight-story building for office purposes. Therefore we say to you today that we need the support of the Delegate Assembly, the support of the various states in this undertaking, because we will need to move on rapidly increasing our property in large enough proportion in order that our Association staff may work without handicap. We hope that it will be the desire and intention of this Association to put this building program on as part of the CAP, and we have said so in this report.

I assure you we are ending this year in good financial shape, as will be shown when the treasurer makes her report.

Mr. President, I move the adoption of this report.
(Motion seconded by *Miss Gertrude McComb* of Indiana; no discussion offered, motion placed before the delegates for vote, carried; Report of the Board of Trustees declared approved.)

President Miller: The report of the treasurer of the NEA will be given by *Gertrude E. McComb*, our treasurer.

Miss McComb: You will find the report of the treasurer for the fiscal year on pages 311-12 in the Financial Report.

At the Representative Assembly at San Francisco the report of the treasurer was adopted. In that report, the cash on deposit, in transit, and on hand June 1, 1951, were the following balances:

Unrestricted Account.....	\$236,613.54	
Restricted Account.....	394,603.99	
A total cash balance on deposit, in transit, and on hand.....		\$631,217.53
To be added to this total cash balance are the		
Cash Receipts		
Income Accounts—as shown on Exhibit B of Certified		
Public Accountant's Report.....	2,735,532.21	
War and Peace Fund.....	225.00	
Overseas Teacher Relief Fund.....	659.09	
DuShane Memorial Defense Fund.....	6,501.67	
A Total of Cash Receipts.....		\$2,742,917.97
A Total of those balances.....		\$3,374,135.50
To be added to this balance are:		
Other Increases in Cash		
Increases in Liabilities		
The difference in balances between those of		
	May 31, 1951-May 31, 1952	
Due Associated Departments.	\$151,435.18	\$226,487.76
Unexpended Balances of		
Commissions and Special		
Projects.....	182,307.14	219,546.58

Accrued Payroll.....	\$ 63,117.00		
Reserve for Retirement Annuities.....	\$ 52,150.49	65,116.33	
Total Difference.....	<u>385,892.81</u>	<u>574,267.67</u>	\$188,374.86
Also add the differences in			
Decreases in Assets			
Accounts Receivable (Net)...	\$43,742.22	\$40,295.27	3,446.95
Plus Adjustment of Postage and Stationery Inventories.....			33.13
A Total for Other Increases in Cash.....			<u>\$ 191,854.94</u>
A Total Cash Accountability.....			\$3,565,990.44
Deduct the following:			
Cash Disbursements—as shown on Exhibit B of Certified Public Accountant's Report.....			
Overseas Teacher Relief Fund.....		2,435,713.17	
War and Peace Fund.....		2,320.65	
DuShane Memorial Defense Fund.....		3,327.94	
Purchases of Office Furniture and Fixtures (Net).....		2,800.00	
Securities Purchased—including Retirement Reserve....		24,277.66	
Transfers to Permanent Fund.....		17,786.29	
		<u>135,000.00</u>	
A Total of Cash Disbursements.....		\$2,621,225.71	
Other Decreases in Cash			
The Differences in Increases in Assets between			
May 31, 1951-May 31, 1952			
Retirement Annuity Premiums Advanced for State Associations.....			
Postdated checks and warrants.....	\$11,028.55	\$11,879.92	
Protested checks (Net).....	743.67	1,777.47	
Stamped envelopes, cards, and stamps.....	308.50	311.08	
Office supplies and stationery.....	9,886.57	10,282.07	
Travel and salary advances..	17,406.37	20,194.44	
	455.00	629.10	
	<u>39,828.66</u>	<u>45,074.08</u>	
A Total Difference.....			5,245.42
Also deduct the differences in			
Decreases in Liabilities			
Vouchers payable.....	48,874.03	1,929.46	
Withholding tax.....	15,074.15	10,249.55	
Suspense.....	1,152.51	1,030.64	
Social Security tax.....	3,043.63	874.72	
Salary Deduction—			
Svgs. Bonds.....	1,803.50	925.25	
	<u>69,947.82</u>	<u>15,009.62</u>	
A Total Difference in Decrease in Liabilities.....			54,938.20
Increases in Reserve for Doubtful Accounts.....			2,000.00
THE CASH BALANCE MAY 31, 1952.....			\$2,683,409.33
Unrestricted			
Special Account.....		103,973.91	

Regular Account.....	\$269,079.20	
Petty Cash.....	1,000.00	
Foreign checks deposited for collection.....	4,177.01	
		\$378,230.12
Restricted		
Regular Account		
Associated Dept. Funds.....	216,185.51	
Commissions and Special Projects....	219,546.58	
Reserve for Retirement Annuities....	16,379.45	
Nanjemoy Nature Reserve.....	600.00	
		452,711.54
Elementary School Principals.....		10,302.25
War and Peace Fund.....		12,126.14
Overseas Teachers Relief Fund.....		7,053.22
DuShane Memorial Defense Fund.....		22,157.84
A Total in Restricted.....		\$504,350.99
A Cash balance in Unrestricted and Restricted Accounts.....		\$882,581.11

May I read to you a sentence from the Auditor's Report:

"We hereby certify that the attached treasurer's report correctly reflects the cash transaction for the fiscal year ended May 31, 1952, and the cash balance at the close of business on that date.

Respectfully submitted,

Wayne Kendrick and Company."

Mr. President, I move the adoption of the Treasurer's Report.
(Motion seconded by Henry McHargue of Indiana. No discussion offered, motion placed before the Assembly for vote, carried; Report of the treasurer declared adopted.)

Miss McComb: I have asked permission to take a few minutes to make some observations.

The increase of income during the fiscal year 1951-52 over the preceding year is \$163,099.46—almost twice that of 1950-51. While that is encouraging, let us not be satisfied, nor complacent; rather let it spur us on to redouble our efforts that we may show a far greater increase of income by next convention.

Last year I was sorry to have to report that we had had a decrease instead of increase over that preceding year. This increase that I have asked for can be done by united efforts to increase our membership and by giving our wholehearted support to our CAP Program. We as individual members of NEA should give our support to our directors back home, help them in every way that we can to procure a greater number in our membership.

A study of the audit will indicate the net income from operations for the fiscal year ending May 31, 1952, to be \$289,935.24—an increase of \$36,856.38 over the preceding year, I am happy to say.

Last Convention, 1951, the operating surplus was over \$100,000 less than the surplus of 1950. Your treasurer was not happy over that. Remember the fiscal year is from June 1 to May 31. Income from June 1 to October is almost a minus quantity. Expenditures exceed income by approximately \$400,000. Operations of our NEA headquarters continue the whole fiscal year. An operating surplus must be

a sizeable one to meet our obligations. Let us ever endeavor to make this our fiscal policy.

Again, the amount of the unexpended budget surely is an indication that there continues to be careful budget planning and constant vigilance to keep within the budget. Be reassured that every precaution is taken to safeguard the funds. We have continued to operate in the black.

It is with a great deal of pleasure that your treasurer can report to you that the financial affairs of your National Education Association are in very good order.

May she express to you her appreciation for your interest and very splendid efforts during the past year.

To all the staff may she again express her appreciation for their continued cooperation. She is most grateful to our executive secretary, *Willard E. Givens*; our assistant secretary for Business, *Karl H. Berns*; and our director of the Division of Accounts, *Elizabeth Boyd*, for the wonderful assistance and courtesies they have always extended to your treasurer.

Thank you. (Applause.)

(*Vicepresident Sarah Caldwell* in the Chair.)

Chairman Caldwell: We will now have the report of the Audit Committee—*Miss Mary M. Robinson*, Wyandotte, Michigan, is the chairman.

Miss Robinson: The financial report of the NEA for the year 1951-52 has been audited by the *Wayne Kendrick and Company* Certified Public Accountants, Washington, D.C. The Auditing Committee has examined this report and has found it complete, detailed, and properly certified. The Committee has signified its satisfaction with the report by signing it as follows:

Herbert E. Lemay

Portales, New Mexico

Amy Jean Greene

Arkadelphia, Arkansas

Mary M. Robinson, chairman,
Wyandotte, Michigan.

I move that the report of the Auditing Committee be received and filed.

(Motion seconded by *Mary F. Noecker* of Michigan, and *Mr. Lemay* of New Mexico, no discussion offered, motion placed before the delegates for vote, carried; Report of the Audit Committee declared received and filed.)

Chairman Caldwell: We will be pleased to have a report now of the Budget Committee. *Mr. Everett J. McIntosh*, chairman of the committee, will give the report.

Mr. McIntosh: Madam Chairman, I ask unanimous consent that the second reading of the Budget Report be dispensed with.

Chairman Caldwell: Do we have the unanimous consent? (Applause.)

Hearing no opposition, it is so ordered.

Mr. McIntosh: I move the adoption of the Budget.

Chairman Caldwell: Is there a second to the motion?

Mr. James Cullen (New York): As a member of the Budget Committee, I would like to second that motion and to state that I think this Assembly is very grateful to *Dr. Givens* and the entire NEA staff for conducting the affairs of this Association so effectively on last year's budget.

During these trying times, we certainly have financial difficulties in the Association, financial challenges, as each member of the Association has, and as *Miss McComb* has stated, it is a challenge to each one of us to go back to our local communities to try and improve the membership greatly and have the CAP goals adopted thruout this nation.

Chairman Caldwell: Is there any other discussion to the motion.

(Question on the motion called for, motion placed before the body for vote, carried; Budget declared adopted.)

Mr. McIntosh: May I second the suggestion by the member of my Committee, *Mr.*

James Cullen, that we thank the officers and staff of the NEA for all the fine cooperation we have received?

I also want to thank you, as I step aside from this position, for your fine cooperative spirit.

Thank you. (Applause.)

Chairman Caldwell: It is my privilege to present to you *Mr. Virgilio Brunet*, president of the Puerto Rico Teachers Association. He would like to make a presentation and a report on the relationships between Puerto Rico and the United States.

(*Mr. Brunet* then gave his report which appears on p. 66.)

(*President Miller* returned to the Chair.)

President Miller: Thank you, *Mr. Brunet*, for that very, very fine statement.

I knew that if I would leave the stage for a moment, things would move a little faster and they certainly did, didn't they? That is just a taste of what you folks will enjoy next year, but I want to tell you there is another president who operates with that kind of dispatch and that is *Mr. Virgilio Brunet*, who just spoke to you. My wife and I sat in the convention of the Puerto Rico Teachers Association and saw the ease and smoothness with which he handled that great association's meeting. It is a very active association; the members participate in it very actively. They all love him and he conducts the meetings in a very efficient manner.

I was also impressed with the fact that in the adoption of their constitution, several educators of Puerto Rico were members of the Constitution Committee. *Mr. Brunet* wrote the preamble of that constitution, and while we were in Puerto Rico he was on the radio speaking in Spanish and addressed the people concerning the preamble. I think the work he and the members of the Puerto Rico Association of Teachers did was responsible for the constitution's being adopted by the people of Puerto Rico by such a large majority.

I commend you again, *Mr. Brunet*, on the very fine address which you just presented to us. I would like the members of the Puerto Rico delegation to this NEA meeting, who are on the stage this afternoon, to stand at this time so that you can all give them a big hand.

(The delegates arose and were greeted with applause.)

President Miller: At this time I would like to recognize *Paul Street* of Illinois who will present a resolution.

Mr. Street: This resolution came before the Resolutions Committee, of which I happen to be a member. Because some of the other people were out of the room, I was commissioned to present the resolution to the Assembly on the day immediately after we received word of this great event.

President Miller: I shall read the resolution and then if you will move it, I think maybe we can make progress here.

This is the resolution:

Whereas, Congress has unanimously ratified and the President of the United States has approved the new constitution framed by the people of Puerto Rico acting under the authority of Public Law 600 of 1950;

Whereas, This constitution provides for a republican form of government for the Commonwealth of Puerto Rico based on democratic principles wherein the government derives its just powers from the consent of the governed;

Whereas, The creation of the Commonwealth of Puerto Rico is an outstanding example of American democracy in function;

Whereas, The constitution of the newly created Commonwealth of Puerto Rico makes provision for the fostering of education both in the elementary and the secondary schools;

Be it Resolved, That this Thirty-first Representative Assembly of the National Education Association hereby expresses its deep satisfaction that the President and the Congress of the United States have recognized the right of our fellow citizens of Puerto Rico to democratic self-government in all local affairs and association as a Commonwealth with the great democracy of the United States.

Mr. Street: With the deepest of regret that the lack of ceremony in this presentation shall have injured the effect of this most important event, in all sincerity I move the adoption of this resolution.

Dr. Holt: I have the high privilege, the rare honor, and the genuine pleasure of seconding this motion.

Esther Helbig (Iowa): As a representative on the Resolutions Committee from the great state of Iowa, we hope that Puerto Rico may also share in the security of our great nation thru the motto of Iowa, "Our Liberty We Prize—Our Rights We Will Maintain!"

Congratulations!

Thank you.

Mrs. Thelma Flavin (Nevada): In the absence of our small delegation, I have been delegated to endorse wholeheartedly this resolution for Nevada.

Mr. Leslie Johnson (Wisconsin): I have been waiting 24 hours to second this motion—we are a little slow up here in the balcony, but on behalf of the entire Wisconsin delegation, I would like to second this motion.

Mr. Albert M. Johnson (Massachusetts): The cradle of education welcomes Puerto Rico.

Mr. Donald V. Lawvere (Alaska): Alaska also wishes to second this resolution.

Mr. Beedon (Michigan—member of the Resolutions Committee): I am afraid, *Mr. President*, that *Mr. Street* has crossed his wires more than he realizes. One of the things he was assigned to do was to introduce to this assembly the Puerto Rican member of this assembly. I am going to take that away from him. *Mrs. Irma de Lopez* presented this resolution and we have taken this way to present both her and her resolution.

Mrs. de Lopez: *Mr. President*, dear fellow teachers: I had the opportunity to be a member of the Resolutions Committee, and the day before yesterday, altho it was a little late, I wanted to present this motion. I was waiting impatiently.

For the help given to us by all the members of the Resolutions Committee, especially by *Mrs. Burke*, I most deeply thank all of the members of the Resolutions Committee, and for their endorsement.

Miss Vail (Arizona): I do not know that Arizona can be called "the cradle of liberty" but we are the baby state and we wish very much to second this resolution.

Miss Myrtle Hembree (Texas): On behalf of the Texas delegation, we, too, would like to join the other states in seconding this motion.

Miss Mabel Studebaker (Pennsylvania): We would like all the members of the Delegate Assembly to stand in unanimous action in approval of this. We appreciate the fact that so many fine representatives are here with us this year from Puerto Rico when this great news, their acceptance to the Commonwealth, has come to them.

Miss Corma Mowrey (West Virginia): Having been in Puerto Rico during my presidency, I join with you, as president, who have had that privilege, and with *Miss Studebaker*, who also had that privilege, to pay my deep gratitude to Puerto Rico and at this time to give the attitude of the West Virginia delegation in this resolution. I am sure we all join with *Miss Studebaker* in a unanimous standing approval of this resolution and I should like to so move.

President Miller: *Mr. Parliamentarian*, I am not sure just where I am. I assume the question was called for and they approved it by a standing vote—is that right?

The resolution has been unanimously approved.

Mrs. Mildred McCormick (Louisiana): Even tho it has been unanimously

approved, we must, from Louisiana, extend our hands across the Gulf and welcome Puerto Rico with our motto, "Union—Justice—Confidence!"

Mr. Robert Turner (Florida): We have always regarded Puerto Rico as being a state—we are glad it is official!

Mr. William R. Stover (New Jersey): Representing the New Jersey Education Association, I extend our congratulations to our very good friends from Puerto Rico.

Mr. Arthur F. Steigerwald (Hawaii): We would like to join with the rest of the states in bringing our aloha to Puerto Rico.

Miss Mary deLong (Virginia): Altho a little late in the game, we welcome Puerto Rico very, very much and we are so glad that she is now a commonwealth.

Miss Ruth Menghin (Colorado): Colorado wishes to join in the seconding of this motion.

President Miller: I personally appreciate all of that very fine attitude that you folks have taken this afternoon.

The next item is the Honor Roll of States and Report on Local Associations having 100 percent NEA Membership. I shall recognize *Karl H. Berns*, assistant secretary for Business, NEA.

Dr. Berns: As chairman of the NEA Staff Committee on Field and Membership, it becomes my privilege to report to you on the progress made in NEA memberships.

At the outset we pay tribute to you who have had such an important part in membership promotion work. During my years on the NEA staff, I have met with many groups and have been impressed with their consecration and devotion to the cause of education. Never in any Assembly have we sensed a higher spirit of cooperation, a deeper appreciation of the responsibilities that rest upon our profession, than exist here in this hall.

In the NEA conventions are to be found faithful leaders from our professional associations. A more interested volunteer, and professional sales force cannot be found in all America. Many of you have come to this national meeting at your own expense. Attendance here means a sacrifice of time, energy, and money.

You are here because you believe in an organized teaching profession and have great confidence in the unlimited possibilities of a great National Education Association. To such an audience, a report of accomplishments made in NEA membership will be of interest. The state and local leaders in this Assembly know the effectiveness and magnitude of the NEA program. However, the Association depends to a very large degree upon the strength that comes from numbers and upon the funds, yes, dollars made available thru membership.

There has been hard and continuous work for the many loyal state and local leaders who accepted the responsibility of promoting and collecting NEA memberships. Many leaders have reported that the *measurable* results that came in terms of more NEA members were gratifying.

Many of you were present in San Francisco in 1951 when the Centennial Action Program was adopted by unanimous vote. The local and state delegates assembled there charted a course of action for the united teaching profession for the years 1951-57. Tangible goals of the CAP relate to membership. The membership goals have become beacon lights to the teachers of America. Last fall there was a great upsurge of interest and intensified efforts to increase NEA membership.

The reports of your activities have come to the NEA headquarters. Our Association has had another year of healthy growth—an increase of 25,702 members over May 31, 1951—with an over-all current membership of 490,968.

The 490,968 NEA membership is a new all-time high for your national organization. Forty-three states, Alaska, Hawaii and Puerto Rico helped substantially in increasing NEA membership this year.

First, on our Honor Roll of states we place Puerto Rico. (Applause.) These delegates and their fellow teachers, working together, succeeded in gaining an increase of 5357 NEA members. (Applause.) They have done truly inspiring work and deserve and have our heartiest congratulations.

Next, I should like to have the delegates from Georgia and Texas stand.

The teachers of these two states must have a sense of achievement. Georgia increased its NEA membership by 2287 members. The great state of Texas gained its second NEA director. The NEA membership was increased by 2103 members. Texas and Georgia, your membership accomplishments have brought a new vitality into the NEA.

Eleven states, Alaska, the District of Columbia, and Hawaii enrolled in the NEA more than 75 percent of the membership of their state associations:

Arizona	100%	Montana	99%	Alaska	80%
Idaho	100%	Washington	96%	Maryland	77%
Nevada	100%	Utah	92%	Dist. of Col.....	77%
Oregon	100%	West Virginia	90%	Kansas	76%
Hawaii	100%	Tennessee	87%	New Mexico	79%

(Applause.)

On behalf of the NEA officers and staff members, I express appreciation for your fine cooperation. Your success is an example of what can be accomplished by acceptance of specific goals and constant planning and working to obtain these goals. Leaders in the states that achieved their CAP membership goals tell us that their success was due in a large part to the fact that they early accepted their membership quota, alerted the local associations to accept the quotas assigned to them and organized for action, firm in the belief that they would reach or exceed their goals within the allotted time. They have been successful and we salute them.

One of the aims of the Centennial Action Program is advancement toward local-state-national unity in our professional organizations with a single membership fee covering the dues of the three associations. This is the plan which is used by other great professional associations—the American Dental Association, American Medical Association, American Society of Civil Engineers. The ideal of a single membership fee for all three associations is based on the belief that if the NEA is to be representative of the full scope of public education, there must be a fusion of membership in the three organizations. This type of unified enrolment plan is used entirely by the states of Arizona, Idaho, Nevada, Oregon, Montana and the Territory of Hawaii.

Mention was made of the fact that Texas achieved a membership status so as to be entitled to a second director. Tennessee earned two NEA directors. We would like to present for our Honor Roll four other states that have two directors:

Pennsylvania	39,495 members—the highest NEA membership any state has ever had
California	34,311 members
Ohio	27,451 members
Illinois	27,135 members

I believe that the delegates assembled here would like very much to see a contest between Pennsylvania and California for the greatest increase in NEA membership for next year. The same can be said of the two states of Ohio and Illinois. There would be nationwide interest in such a contest.

Highest tribute is paid to the far-sighted and dynamic leadership offered by the NEA directors, executive secretaries and officers of the state associations in making the present NEA membership possible. However, leaders in the states will tell us that the achievement of their state membership goals depended upon the help given to them by their local education associations and local leaders.

The teaching profession numbers over one and one-fourth million members. It would be a task of overwhelming magnitude to establish contacts with all the teachers in America, but as we work thru administrators and our local associations, it is possible to reach all the teachers and make them aware of the vital importance of a united teaching profession. All across the country, local associations have adopted specific membership goals. They have organized effective mem-

bership campaigns that have helped greatly in increasing substantially the membership of the NEA. The plans were designed to retain the members of the previous year and enrol an additional number of teachers, especially the new teachers coming into the profession.

Many local association bulletins have carried articles about the NEA program in each issue. There have been many calls for prints of the NEA building to be used in news bulletins, on programs and in other ways.

Perhaps the most successful technic used during this last year was that of follow-up drives to enrol those teachers who did not join in the first membership campaign. The reports of the follow-up drives have indicated that many of our local leaders are determined that they will not give up until the last teacher has joined the NEA.

Under such dynamic leadership of local officers and administrators, hundreds of local associations have obtained 100 percent NEA record. Kansas led the list with 185 such systems. Georgia led the nation in the number of 100 percent counties, 91 of them. A perfect record in NEA membership is reported by 424 counties in some 13 states. Of course, the states already named in this Honor Roll have many counties with such a record. I should like to add to these states already named, other states that have a significant number of their counties with 100 percent NEA enrolment.

Kentucky	33	Louisiana	13
West Virginia	17	New Mexico	12
Indiana	11		

We do not want to believe that only small towns and communities are able to gain 100 percent. Six cities with over 100,000 population have a 100 percent NEA enrolment for 1951-52. I am sure that you will want to know the names of those large cities.

- Kansas City, Kansas —Has retained its record since 1924
- Evansville, Indiana —A perfect record since 1936
- Montgomery, Alabama—A perfect record since 1937
- Fort Wayne, Indiana —A perfect record since 1938

It was several years before another large city attained the 100 percent record, and then

- Corpus Christi, Texas—Attained a perfect record in 1946
and has remained a 100 percent
NEA Association ever since.

- South Bend, Indiana —Made the remarkable achievement
of a perfect NEA record *last* year.

The leaders in these cities deserve our highest praise. It is no small task to convince almost 1000 teachers in one school system that they should belong to the NEA. These six local associations offer proof that it *can* be done. We honor the local associations and school systems for 100 percent NEA enrolment whether they be town, county or city groups.

Dr. Givens, we are approaching the end of the final Honor Roll to be given during your administration. In 1935 when you became executive secretary, the NEA membership was 160,883. Your courage and leadership have been of great influence in helping to gain today's enrolment. Your belief in the importance of local associations has been an inspiration to thousands of teachers striving to increase NEA membership. It seemed appropriate that we should have as our platform guests this afternoon representatives of local associations with perfect NEA records. The last group to be saluted in this, your last Honor Roll of States, are the local leaders in whom you have so much confidence. *Dr. Givens*, will you stand with our platform guests and receive our applause? (Applause.)

We look forward to a time when the NEA Honor Roll will report a million NEA members. Such a membership is basic in our organization if the teachers of America are to be heard thruout the United States and around the world. It is thru such a membership that the teaching profession can work effectively on behalf of children, the profession, and all humanity.

With such a spirit, with such determination, I feel confident that you will lend your best efforts to see to it that the Centennial Honor Roll for 1953 reports a 100,000 increase in NEA membership.

Since I am not a delegate, I would like to have someone move that this report be accepted and filed, and that a one-page statistical statement giving additional facts be inserted in the record following this report. (Applause.)

(Motion by *Dr. Givens*, seconded by *Ruth Ann White* of Illinois, and carried, to accept and file *Dr. Berns'* report on the Honor Roll of States and report on local associations having 100 percent NEA membership, and to insert the statistical facts in the record.)

NEA HONOR ROLL—1951-52

The total NEA membership for 1951-52 was 490,968, a new all-time high, and 25,702 more than on May 31, 1951.

Seven states, the District of Columbia, Hawaii, and Puerto Rico won places on the 1952 Honor Roll.

Eleven states, Alaska, the District of Columbia, and Hawaii enrolled in the NEA more than 75 percent of the membership of their state associations:

Arizona	100%	Montana	99%	Alaska	80%
Idaho	100%	Washington	96%	Maryland	77%
Nevada	100%	Utah	92%	Dist. of Col.	77%
Oregon	100%	West Virginia	90%	Kansas	76%
Hawaii	100%	Tennessee	87%		

Puerto Rico made the largest increase (5357), with Georgia next (2287), and Texas third with (2103).

Forty-three states, Hawaii, and Puerto Rico made increases up to 5357.

The six states with the largest NEA membership were: Pennsylvania (39,495); California (34,311); Ohio (27,451); Illinois (27,135); Texas (20,676); Tennessee (20,615).

States having the largest number of 100 percent city school systems were Kansas (185); Montana (102); Missouri (97); Illinois (95).

States having 10 or more 100 percent counties were:

Georgia	91	Kansas	26	New Mexico	12
Tennessee	87	Pennsylvania	21	Indiana	11
Alabama	57	West Virginia	17	Utah	11
Kentucky	33	Louisiana	13		
Virginia	33	Illinois	12		

States having the largest number of 100 percent schools were: Tennessee (2314); Alabama (1342); Pennsylvania (1288); Illinois (1133).

The total number of Life Members was 7484, an increase of 72 over May 31, 1951.

The states having the largest number of NEA Life Members were:

California	723	Illinois	517	Texas	460
Ohio	532	Pennsylvania	503	New York	407

Six cities with approximately 100,000 population or more reported 100 percent enrolments for 1951-52. The year when they began this perfect record is indicated in parentheses.

					NEA
City		State	Population	Superintendent	Membership
Montgomery ..	(1937)	Alabama	106,525	C. M. Dannelly ..	688
Evansville ...	(1936)	Indiana	128,636	Ralph Becker	714
Fort Wayne ..	(1938)	Indiana	133,911	M. J. Abbett	597
South Bend ...	(1951)	Indiana	115,911	Frank E. Allen ...	634
Kansas City ..	(1924)	Kansas	129,553	F. L. Schlagle	734
Corpus Christi	(1946)	Texas	108,287	M. P. Baker	965

President Miller: I would like to recognize Mrs. Angelita Richardson of Puerto Rico.

Mrs. Richardson: My heart is so full of love for you I don't know if it will let me talk to you or not!

Mr. President and fellow teachers: In the name of the Puerto Rican delegation and in the name of all the teachers of Puerto Rico, I thank you for the great honor that we have received this afternoon.

We Puerto Ricans are very proud of our president, Virgilio Brunet; we are very proud of our executive secretary, Jose Joaquin Rivera; and we are very proud of the membership of the Puerto Rico Teachers Association.

If we were not a people essentially humble of heart, the honor that has been bestowed upon us this afternoon by the National Education Association would fill us with overwhelming pride.

But we know that laurels are deserved only when they are accepted as a stimulus to greater effort in the future. Therefore we hereby pledge ourselves to endeavor to deserve the honor of which we have been the object.

We pledge ourselves to redouble our efforts in behalf of the teachers and pupils of Puerto Rico. We pledge ourselves to continue our campaign for NEA membership. We pledge ourselves to strive towards the goals of the NEA Centennial Program.

And we thank you again for the demonstration of your faith that we would do these things. (Applause.)

President Miller: Thank you, Mrs. Richardson. You folks are wonderful people!

I would like to recognize John Kilgore, president of the Des Moines Education Association.

Mr. Kilgore: It is indeed a great honor to come before this assembly as a spokesman for the more than 4000 affiliated local associations of the NEA. In reviewing the achievements of the united professional effort of the past year and looking forward to what is yet to be done, we, the officers and members of local associations are not unmindful of the pivotal role of our respective organizations. We of the "grass roots," as it were, have received much valued assistance and guidance from both state and national levels of our profession.

However, today we would like to turn the convention spotlight upon one personality who has come to vibrantly symbolize all that local leaders hope to be—who has held out the vision of professional unity and purpose each local association hopes to attain.

An energetic, inspired and indefatigable worker, she has submerged "self" in bringing the resources and purposes of the NEA to our very doorsteps. Indeed, the name that has become a beloved byword among local associations everywhere is Mary Titus.

We are more than grateful for her appointment as the NEA Consultant for Local Associations. We trust that current and future appropriations in the budget will be sufficient to make her invaluable services even more available.

Our problems are varied and great at the local level, but no problem has been too great or too little to merit her sympathetic guidance. Those locals represented here who have not yet brought her magnetic presence to your membership are

neglecting the step which would, above all others, breathe new life and meaning into your organizations.

Is *Mary Titus* in the house?

(Not present at the moment)

I think it is characteristic of *Mary* to remain in the background; she would get all these local association leaders up here and then disappear into the wings some place.

However, to *Mary*, for your warmth of personality, your penetrating understanding, your devotion to a united effective profession, and your unconquerable courage and energy, we of the local associations salute you, *Mary Titus*, and rise to recognize our great debt to you.

(The representatives of local associations seated on the platform arose, applauding, in tribute to *Miss Titus*.)

President Miller: A Report of Unesco will be presented now by *Dr. Willard E. Givens*, executive secretary and NEA representative on the United States National Commission for Unesco.

Dr. Givens: I have the honor, as the representative of the National Education Association on the United States National Commission for Unesco, to report to you this afternoon concerning the work of Unesco.

The United Nations Educational, Scientific and Cultural Organization (Unesco) is one of the specialized agencies of the United Nations.

In May 1945 while the San Francisco Conference was in progress, resolutions favoring the creation of a permanent international agency to promote educational and cultural relations were unanimously adopted by both Houses of Congress.

According to the first sentence of the Unesco Constitution, the purpose of the organization is ". . . to contribute to peace and security by promoting collaboration among the nations through education, science, and culture. . . ."

Unesco is an international organization which helps its member nations to combat ignorance, poverty, and disease. It has made studies of international tensions and the causes of war. It encourages the international exchange of persons and stimulates international exchanges of art, literature, and music. Unesco has worked to reduce obstacles to the free flow of information in the world.

Unesco is helping many of the 64 nations which belong to it to develop fundamental education, to teach their people to read and write and the basic rules of health and community living. Unesco has also conducted international seminars for educators, helped member nations to improve teaching materials and textbooks, promoted international cooperation among universities, and acted as an international clearing house for information on education. Unesco arranges seminars for teachers from various countries of the world. Teachers who attend are chosen by the government of each country. The seminars have been concerned with how the educational program in each country can help to achieve peace and security. Thus, a Unesco seminar brings together the thinking of teachers from many lands and cultures. There is no effort in the Unesco seminars to draft binding conclusions or to prescribe a uniform way of teaching.

The law which made the United States a member of Unesco also established the United States National Commission. This Commission consists of 100 American citizens, 60 of whom are nominated by national voluntary organizations. Of the remaining 40 members, 15 represent the educational, scientific and cultural interests of the state and local governments, 15 are chosen at large, and not more than 10 may be officers and employees of the United States. Terms are for three years. No member may serve more than two consecutive terms.

The attitude of the Soviet Union (and of its satellites) is one of consistent hostility toward Unesco. The Soviet Union refused to attend the conference at which Unesco was formed, although it had agreed to support international cooperation in education in signing the United Nations Charter. Examples of the attitude of the Soviet bloc may be found in the records of the Economic and Social

Council of the United Nations. This Council considers each year a report from Unesco and votes whether or not to endorse its program.

In the most recent session for this purpose, the motion to approve the report carried by a vote of 15 to 3. The Soviet Union, Poland, and Czechoslovakia were the three nations voting against Unesco.

Unesco functions as an organization of 64 sovereign nations. It has not advocated world government, nor has the United States National Commission for Unesco done so.

Unesco does embody the conviction that young people and all other citizens should broaden and deepen their national citizenship so as to consider seriously the international rights and responsibilities officially assumed by the Congress of the United States.

The constitution of Unesco provides that the organization cannot in any way interfere with the essential domestic policies of any of the member countries. No teacher and no school is obligated to adopt any Unesco recommendation. The work of Unesco is wholly advisory and cooperative.

Unesco, like our public schools, has been under attack. I do not think that anyone should be too surprised at these attacks. Those making the attacks are largely the same individuals and organizations that have been attacking the public schools. Here are some of them: Gerald L. K. Smith, Congressman John T. Wood, W. Henry McFarland, Jr., National Blue Star Mothers of Pennsylvania, American Flag Committee in Philadelphia, *The National Republic*, and *National Republic Lettergram* published in Washington, D. C., Amos A. Fries of the Friends of the Public Schools, Marjorie Shearon, Lucille Cardin Crain of the *Educational Review*, Merwin K. Hart of the Economic Council, Allen Zoll of the National Council for American Education, etc., *ad nauseum!*

On the contrary, in a democratic society it would be more surprising if no voices were raised against something as new as the concept of international cooperation.

One of the distinctions between a totalitarian society and a democratic one is found in democracy's emphasis on the rights of the individual. A totalitarian state fears criticism. It insists that everyone accept the views of the ruling group. It brooks no effective opposition. A democracy, in contrast, relies for its security not on uniformity but on individual differences, on a democratic adjustment of diverse views and interests.

The basic human rights, freedom of speech, right of assembly and opinion are protected by the Constitution, not only for those holding majority views, but for everyone. These freedoms are essential for democracy. Attacks on many aspects of our way of life are not new. Teachers are only one of many groups at which these attacks have been aimed. It should be noted that these attacks are wider than just reactions against the United Nations and Unesco. There is little doubt that these attacks are a deliberate phase of a concerted drive on freedom of thought in America. (Applause.)

President Miller: The Executive Committee of the NEA has a subcommittee on Revision of our Bylaws which has been working for at least a year on a proposed revision of our Bylaws and it is at this time ready to make a progress report. This is not a final report for action, but a progress report. (The report as amended at Annual Business Meeting of the Representative Assembly may be found on page 366.)

I will recognize *Robert Gillingham*, Compton, California, chairman of that subcommittee.

Mr. Gillingham: Mr. President, ladies and gentlemen:

It is my privilege, for just a few minutes, to talk about a matter of professional housekeeping. As you have thumbed thru your manual during the past few days, I am sure that you must have been impressed, consciously or subconsciously, with the great number and variety of activities making up the total program of this convention. If you made simply a physical analysis, without regard to the

relative merits of the many topics under discussion, you would find that there are nine general and business sessions of the Representative Assembly; 174 sessions of committees, commissions, and departments; over 100 meetings of state delegations, 57 officially listed breakfasts, luncheons, and dinners; and 76 other stated meetings of boards and special groups. Adding some 42 preconvention conferences and executive sessions held last week, we note that over 450 items have played their part, directly or indirectly, in this ninetieth meeting of our Association.

The extensive scope of the total program has been cited to call your attention to the fact that underneath it all, there has developed a large and complicated professional machine—"NEA and Associates"—which now affects every phase of educational organization in this country today.

Just what is the NEA machine? Take a brief look with me for a moment at its present structural design. First, there is the central or parent organization, now composed of almost half a million members, whose official delegates exercise legislative and policymaking powers and elect the chief officers once a year thru an annual gathering known as the Representative Assembly. Some direct participation on the part of the membership also is had thru 17 standing committees, six commissions, and one council, not to mention special committees. Executive authority in this same parent body is vested in a three-headed combination, consisting of a Board of five Trustees, another Board of 78 Directors, and an Executive Committee of eleven members. This triumvirate together supervise the activities of the executive secretary and an employed staff of more than 400 people, divided into 14 administrative divisions, with headquarters at Washington, D. C.

Second, there are 30 departments, created at various intervals during the past 70 years, each with its own staff and program of activities, and catering to more than 30 varieties of professional needs or desires.

Third, there is a wide assortment of affiliated bodies, including 52 state and territorial associations and nearly 4500 local and regional affiliates, embracing all grade levels, all types of professional position, and almost every field of subject-matter interest. Furthermore, there are over 400 units of the Future Teachers of America, and we must not forget our connection with the World Organization of the Teaching Profession. In practice, all affiliates, state and local, operate independently of the NEA in the conduct of their respective programs.

In short, from a slow start almost a century ago, the National Education Association has grown in power and stature—and in problems. As Dr. Arthur Rice puts it in the April 1952 issue of *Nation's Schools*: ". . . a tree grew in Washington, too. Over a period of 97 years its branches have grown strong and numerous. Some of its offshoots are as sturdy and nearly as large as the main trunk. By a process of departmentalization and affiliation, its network envelops the nation."

Many of you are aware that the continued expansion of the NEA, especially in recent years, has brought with it an increase in organizational problems, both external and internal, which, in turn, have a direct bearing on the success of our entire program. It is with these problems which might be classified as "growing pains" that this report is concerned. Some of these problems have to do with the relative functions of the central organization, of the departments, and of the affiliates; with the overlapping and underlapping of specific activities, and with the over-all maintenance of harmonious relationships. Other problems have grown out of extra legal practices and interpretations accumulated thru the years, and which are not covered by the Bylaws. Still others are technical in nature, involving necessary adjustments in procedures and working rules largely because of increased size.

Put in question form, here are a few specific illustrations of these problems. What should be the functions of the NEA itself, as contrasted with those to be carried on by the departments, the state associations, and the local clubs? How much control, as to policies and program, should be exercised by the NEA over

its departments and affiliates? What shall be done about the growth in size of the Representative Assembly, the method of apportioning delegates, and improving the internal mechanics of our annual meeting? What should be the character and powers of our executive bodies? Should we have standing committees, special committees, advisory committees, joint committees, commissions, and councils? How can we achieve more efficient organization without being arbitrary and still get more member participation?

I might add that the present Bylaws which have had no major revision in 17 years are inadequate or are wholly silent on a number of other rather important matters. There are no provisions governing the professional qualifications, duties, and disciplining of members. There are no official standards for the admission of departments, or for affiliates. You will not find a single mention of our regular committees and commissions anywhere in the Bylaws or Standing Rules. On the other hand, there are a number of sections in the present Bylaws which, if enforced, would cause a major upheaval thruout the entire organization.

All of which means, in other words, that there is plenty of room for improved housekeeping in the NEA family. Last October, the Executive Committee set up a small subcommittee to make a thoro study of the parent organization and its numerous relatives, with the object of proposing revisions for eventual consideration by the Representative Assembly. This Committee has been quietly at work, having had several heavy sessions to date. With the help of the staff, a rearranged outline of the present Bylaws has been made for study purposes, and a statement of the principal problems has been formulated and sent out to all departments and state associations, along with copies of the current Bylaws inviting their study and constructive suggestions for the guidance of the Committee. At the conference last week in Battle Creek, a section was devoted to some of these problems, with very interesting results. Two informal hearing periods have been held here in Detroit this week, in addition to much informal discussion.

Our committee feels that every segment of the NEA should have ample opportunity to express opinions and to offer specific recommendations. A full and fair treatment of all these questions necessarily involves some time, but it is hoped that a sufficient canvass of all groups will have been made within the present calendar year, and that a representative conference or workshop can be held early in 1953. No promises can be made at this time, but if agreement can be reached on all major issues at such a conference, it may be possible to give formal notice of these revisions at the Representative Assembly next year, with final action, as provided under the present Bylaws, to be taken in 1954. If not, another year may be necessary.

In the meantime I should state that the Committee is proceeding and proposes to try to put together some pattern or outline in due and legal form for either such a conference or for other groups who have a vital interest in these matters, to give their judgment on and to make further suggestions.

I am sure you are all aware of the obvious fact that if the Centennial Action Program during the next five years is to be a success, the working machinery of our great organization must be in order. I say to you very frankly that a practical revision of the Bylaws will depend very largely on the cooperation we get from all of you—whatever your professional connection may be. We urge you to take time out to analyze these problems, not just from the standpoint of your own organization, but keeping in mind a unified NEA—central organization, departments, and affiliates—and then come up with constructive recommendations. As indicated previously, we want these recommendations by the close of the year (1953).

In 1957 the National Education Association will meet in Philadelphia on its 100th birthday. Just 165 years ago a small group of men also met in Philadelphia. Their labors thru a hot summer gave us the Constitution of the United States. During the struggles, the arguments, and near-failures that ensued, one man made a statement which we can well use in meeting this problem of revision.

When it seemed that the Constitutional Convention of 1787 was about to dissolve without any results, this man, who was the chairman of the Convention—George Washington—rapped for order, and said quietly to those present: "Gentlemen, we must find, filter, fuse, and then follow the facts."

Fortunately, the NEA today does not have to start from scratch. We have a going organization, but it does need some filtering, a little more fusing. If we can achieve these necessary improvements in our professional machinery efficiently and with reasonable dispatch, not only will the Centennial Action Program be assured of success, but a firmer foundation will have been laid for another one hundred years of action in the program of the National Education Association. (Applause.)

President Miller: While our symposium is getting ready, I would like at this time to thank the Boy Scouts who have helped us so much during our Business Sessions as messenger boys and doing the many other tasks that need to be done to keep a convention operating smoothly. I think some of those boys are back in the wings now. If you are, would you come out here where we can give you a good hand? I didn't tell these boys I was going to do that.

(The Scouts came forward and were greeted with applause.)

I also want to thank *Mrs. Caldwell*, who was my relief pitcher here for a little while, and all you delegates who have attended these meetings so faithfully, for staying with us until the end, and who have helped me so much. When I first stepped to this platform Monday night, I am sure no one was ever more frightened than I, but you have made me feel at home up here and feel that I have friends out in the audience. It has turned into a very enjoyable week for me.

At this time I want to introduce *Mrs. Ruth Evans*, teacher, Denver, Colorado, and member of the Executive Committee of the NEA, who is chairman of our symposium on Findings of Discussion Groups that have been held during this week.

Mrs. Evans: We come now to the part of the program which most truly represents every participant who is attending the Convention. As you know, the past several days we have had discussion groups at which time you as a member of the Delegate Assembly have had the opportunity and privilege of voicing your individual opinion on various matters that have been discussed in these discussion groups.

Before I start on the panel, I would like to pay tribute to several people who certainly should be recognized at this time. *Dr. Lyle Ashby* of the NEA, assistant secretary for Professional Relations, has planned all of these discussion groups. He met with the leaders and they set up the pattern that they were going to follow for the week.

In addition to that, there are four, I guess I should call them roving editors, because these editors had the assignment of covering the four big categories which this panel will discuss this afternoon.

The Local Associations and Organizational Affairs roving editor is *Miss Edith Gard*, editor of the *New York State Education Journal*. She covered all of those discussion groups and summarized the report in that category which you will receive tonight following the evening's session.

On Teacher Welfare, the editor of the *Oregon Education Journal* covered that category. There were 14 groups in that area.

On the Instruction area, *Ruth Little*, assistant editor of the *NEA Journal*, was the roving editor of that group and she really was a roving editor with her 31 discussion groups.

The Public Relations and Finance was covered by *Emma Scott*, editor of the *Arkansas Journal*.

As I said before, these discussion summaries will be in printed form and will be passed out this evening for you to take home.

The purpose of this panel this afternoon is to highlight these discussion groups and give you just a few statements under each category. It seemed like a very difficult assignment at first, as you can imagine. A discussion group with some

6000 delegates in over 100 discussion groups is quite a large order, so we will try to give to you in capsule form just a few of the very important highlights. The first person that I would like to present on the panel is *Mrs. Audrey S. Graham* of Pittsburgh, who will give her "capsule" on Local Associations and Organizational Affairs, *Mrs. Audrey Graham*.

Mrs. Graham: It will be a capsule and they tell me it is to be short, so I will try to make it short.

The general session for the local associations met Tuesday afternoon. We had a big crowd. *Dr. Morgan, Sarah Caldwell* and *Corma Mowrey* were the people who brought to us the things we could do for the CAP. Two concerns that we have as local associations are to adopt the CAP in principle—1500 local associations have done that. To adopt it in principle does not mean a thing unless we do something about it, so develop a local CAP, so that we can adopt it in action as well as in principle.

We honored *Mary Titus* this afternoon. *Mary* was not here to know about it, but the honor that *Mary* I know would like more than anything else would be to have all of us, the members or the people in front, and the people behind me, go home and do a job in local associations. *Mary* is so full of it, she would like to make all the rest of us full of it, too.

Six clinics with leaders, recorders, interrogators who are at present local association presidents, organized according to size of community, considered their special problems of membership and organization.

Another group on planning and evaluating state and district meetings, met.

The key to success of our CAP goals is an organized, wellplanned program at the local level. Local, state, and national meetings must be so planned to develop leadership, strengthen bonds, promote enrolment, and provide individual participation. We had the opportunity this week to have individual participation, and we certainly had it over in those local clinics. Everybody talked and enjoyed himself.

The state and district group recommends that the NEA continue having this, or have it another year. The participation in the local associations would indicate that we just had to have those because we have so many new leaders who come here to get inspiration and help.

Questionnaires showed that many of the groups did not know what the membership at home was, so we know that they need to learn the program. They didn't know some of the problems that they had, altho they knew plenty of them.

A responsibility of the local association is to organize itself so well that it can (a) promote membership if it is weak and (b) secure adequate lay support.

Problems of different sized groups are not so different. The technics in meeting them may be quite different. In large cities a difficulty may be in touching the individual with the spark which inspires. That can be a difficulty in small communities, too.

Consensus of opinion emphasized the need for a single, all-inclusive organization serving all the professional personnel of the schools.

Duplication of efforts in multiple organizations in one community creates two major problems. These are (a) unnecessary meetings; (b) recognized head to speak for the profession. This duplication tends to weaken rather than strengthen.

Technics for dealing with unions were suggested.

Let the press, public, and members know the work of the association. Stand firm on issues. Do not avoid issues. Modesty ceases to be a virtue when it keeps teachers and public from knowing where credit belongs.

I wrote out some questions because we thought this was to be a panel. One of them was: What was a major problem which these groups found in promoting the work of the local associations? Everybody said the apathy of the teachers was a problem—whether it is this or lack of information—if they don't know, they become apathetic. Indifference or weak leadership often causes apathy.

Beginning leaders don't realize that, but we can overcome this apathy thru the means of disseminating information; developing a strong working organization; orienting our new teachers in one way or another; electing enthusiastic, capable leaders; selecting vital chairmen for committees and then giving them clearcut assignments and the kind of help they need in material, and in suggestions, so that they can do their job; provide them with material from the state and from the NEA.

Certainly our local leaders found many suggestions in those local association activities leaflets and I am sure they will heed them. Then, prepare an adequate budget—you cannot get a steak dinner with a soup bone pocketbook. Have a well planned program which requires wide participation.

Elect officers in spring to permit summer planning. Work with individual teachers; find their interests and abilities. *Mr. Bass* of California emphasized these points.

We had four teams working with these groups—you will find their names in the programs. They did a good job. A membership team and an organization team spent an hour with each group.

He said all of us have certain drives—the drive for security; people want to be a good member of the group, desire for recognition; drive for new experience; and drive for affection or fellowship.

Don't forget, as we work with individuals, to commend them for meritorious service; give your committees work to do and thank them for a job well done.

Building representatives of buildings with which you work individually or in small groups grow in organizational competence thru in turn working with their building teachers.

We know membership is a problem in varying degrees in local associations. Good technics for membership gains include:

Careful early planning.

Enthusiastic committee.

Training of workers. Emphasis on gains of the organized profession thru increased membership to faithful members as well as to nonmembers.

Have a continuous reporting of local, state and national work to keep all teachers informed.

Use of NEA material and workers.

Follow-up drives to enrol the nonjoiners.

Vary approach and methods.

Use of key leaders.

Use of continuous membership cards with annual billing of dues.

Use of members of other professions to discuss their professional organization and tell amount of dues.

Active Future Teachers of America chapters with preservice training.

Emphasize the philosophy of "Pay your way professionally."

Secure the administrative support of your superintendent and your schoolboard. Remember, it is a two-way street—don't expect the administrators to invite you to their meetings alone—you invite them to yours.

Dr. Morgan said this, and I will say it to all of you:

Bite off more than you can chew—then chew it.

Plan more work than you can do—then do it.

Hitch your wagon to a star—

Keep your seat—and there you are!

(Applause.)

Mrs. Evans: Thank you, *Mrs. Graham.*

One of the work areas of the local association is teacher welfare. This afternoon *Martha Shull*, teacher, Portland, Oregon, member of the Executive Committee of the NEA, will administer the capsule from the discussion groups on teacher welfare.

Miss Shull: It was interesting to notice that the groups on teacher welfare were all quite small, but very, very active and interested and alert.

There were a few general conclusions which I reached from reading the reports, I don't know that the participants reached them, but it seemed to me that they were clearly indicated. You will have in the Convention Summary an excellent composite report by *Dick Barss*, so I will give only the deductions I made.

First of all, most of the problems that are most serious need consideration and solution by cooperation at the level where they exist. Conditions vary, and a set of definite specifications on salary schedules or teacher load or any other phase of teacher welfare cannot be satisfactory everywhere at once. However, thoughtful analysis and study can solve most problems, when all of the people concerned are willing to work on them. The community, the administrators, and the teachers need to think together about their schools and their goals.

A second general conclusion is that tho no ready-made plan will solve all problems everywhere, still it is extremely valuable to know what the best practices are and also what the desirable standards would be in such matters as teaching load and salary schedules. Therefore, publication, research, and further use of NEA as a clearinghouse for developments are all necessary.

A third conclusion is that NEA headquarters must expand, both as to building and as to staff.

A fourth conclusion is that every individual connected with education has increasingly greater responsibilities, as teaching becomes more clearly a profession. If problems are to be solved where they exist, they will be solved by individuals who are willing to give their best thought to something outside themselves. Greater professionalization, better preparation, more pride in being professional are needed everywhere.

Related to this is a fifth conclusion, that the adoption of the plan for a National Council on Accreditation of Teacher Education is potentially a most significant action. If wisely directed, the Council can go far toward raising the level and status of teaching and teachers. Here, again, however, it is important for *every person* to understand, to help direct, and to cooperate in this tremendous undertaking.

Some other items stand out in the reports of the fourteen groups discussing teacher welfare. The group on teacher load dealt in a practical way with the many factors which are involved besides numbers of pupils; they concluded that teaching cannot be measured by the hour; and they recommended that NEA should make a study of what would constitute a desirable and truly professional load. The group discussing satisfaction in teaching heard a report on the eight factors which contribute to high morale and heard that "we-ness," true cooperation, is essential. This was a report of a survey in 43 states.

Good school personnel policies also produce better and happier teachers and promote security. An excellent pamphlet (prepared under the auspices of the NEA committee on Tenure and Academic Freedom) was presented at one meeting. Entitled *Practical Personnel Policies*, it will be extremely helpful to all who are interested in good schools.

It provides a basis for discussion and action at the level where you are.

To conclude, all of the discussions on teacher welfare implied new opportunities and new responsibilities for teachers, administrators and community leaders.

Mrs. Evans: Thank you, *Martha*.

As I indicated in my first remarks, 31 sections discussed instruction, so as a profession we are tremendously interested in the instruction that we are giving the boys and girls thruout our land.

At this time *Dr. Stanley Dimond* of the University of Michigan, Ann Arbor, will present the new ideas that were gleaned with these discussion groups.

Dr. Dimond: In these 31 discussion groups, there were three hardy perennials that reappeared constantly, and there were two new ideas which may not seem new to you, but attracted a good deal of attention.

The first issue that appeared, as it does at every Convention and it has appeared many times in this Assembly, was how can we in the schools do a better job of teaching about the American way of life. Now, it was interesting that in the discussions, people who had sincerely devoted long periods of time to teaching

democracy effectively were in these times still seriously studying and discussing, trying to find out how they could do a better job.

If I were to summarize that in one way, it would be this, that apparently this is not an easy job, that there is no one way by which it can be done, but that those schools that are doing the most effective jobs are maintaining a balanced relationship between the many aspects which go into teaching our way of life.

Student participation units on democracy, assembly programs that stress patriotism, no one does the job, but all working in a balanced relationship seem to be the key to this first thing which occupies so much time in the groups.

The second perennial which reappeared was one that you hear a great deal about and that was reading. As a nation, we seem to have developed a phobia about reading. Many of us believe that if we just let children alone and let them grow up in our society, they could not but help to learn to read. Yet in these discussion groups, time and time again, it came out that as educators we know more about reading than we do any other single thing in the education process and that we as school people are doing an effective job of teaching reading. There came into the discussions, therefore, a sort of counter propaganda that there are some other kinds of fundamentals which are equally important.

One of those fundamentals was that we as educators continue to do a good job of teaching critical thinking.

Another fundamental that was emphasized was that we continue to 'do a good job of teaching human relationships, that the area of prejudice as we are now trying in schools to counteract prejudice, that that, too, deserves the designation of fundamental.

A third area which received consideration, as it has in all Conventions, is the attempt on the part of teachers to help young people gain emotional stability. I think that was summarized by one question that was asked in one group and that was that everyone talks these days about giving love and affection to children. We do not mean by that the Hollywood kind of love and affection, and the question was asked, well, what do we mean and one psychologist in the group brought back this answer: We give love and affection to any other person when we indicate that we are genuinely interested in that other person, and it is that kind of relationship of teacher to pupil which seems to be the heart of this matter of emotional stability.

Now, two new things, one of them may not sound new to you at all, but there was a new emphasis on teaching conservation. As I analyzed the excellent report of these 31 discussions, the new emphasis on conservation came out this way: For the first time in this country, there is a recognition that we lack certain strategic metals, that because of the enormous capacity for using up raw materials in our productive system, that we for the first time are in danger of using up certain strategic metals which we have in this country. The first time, in a Convention which I have attended, there seemed to be some indication that in some areas we were in danger of becoming a "have-not" nation and therefore, conservation took on a new focus as it was discussed in these groups.

The other thing that came in for a great deal of attention was television. Television was accused, it was praised, but thruout all the discussion on television, there seemed to be a recognition that we as teachers had a new tool. We thruout had better learn how to use this new tool and as we learn to use this new tool, our instruction might improve. Yet there always was carried with this the warning that there is no substitute for the art of teaching, and that television will never substitute for the relationship of teacher to pupil. Perhaps this was summarized best in one little poem that appeared in the *NEA Journal* several years ago. This is a poem about the first-grader:

I can read about the duck
It's written on the chart,
"I see the duck, it says quack,"
And all the other part.

But that's not why I raise my hand,
To read about the creature—
I like to stand there close
And smell the perfume on my teacher.
(Applause.)

Mrs. Evans: Thank you, *Dr. Dimond*.

The Public Relations and Finance discussion groups report will be offered by, or discussed by *Frederick L. Hipp*, executive secretary, New Jersey Education Association, Trenton, New Jersey.

Mr. Hipp: Public relations is not at all a newfangled idea so far as education is concerned, altho the term itself is something of a newcomer in educational literature and meetings.

The subjectmatter of the field is not theoretical or idealistic. It is simply a compilation of the experiences which the various groups of people concerned with education have had when they have worked together to translate their concern into an effective program.

An example of this type of literature was *It Starts in the Classroom*, introduced about this time last year to NEA members. This publication, which is now in its sixth printing and which has sold 75,000 copies, is the collection of accounts of classroom practices, which because they were good and effective in their own right, were also excellent channels for interpreting the schools and their programs to the public which pays the bill.

The Wednesday afternoon discussion group which dealt with this publication commended it as an excellent device for pointing out and for stimulating effective public relations practices.

Altho *what* happens in the classroom is the solid base of our public relations program, our professional organizations—local, state, and national—have had a large share in interpreting schools to the public. They have been the force behind every move to improve the schools. Without exception, every one of those moves has involved study and research leading to a proposal; the dissemination of the information derived; and the development of public understanding of the program.

In addition to the members of the profession themselves, there are large groups of laymen who have a very real stake in understanding the school program and interpreting it to others. Of these groups, the largest and the one most vitally concerned is the parents. Since this is the case, no school can escape the responsibility of setting up the framework and the situations by means of which parents can cooperate in planning and carrying out the school program.

The school has not done enough, however, when it provides the channels thru which the parents may be heard in the development of the school program. This business of education is so farreaching and important that even people who have no children in school are concerned about what goes on there. The layman speaks and he *should* speak, on such important issues as the place of public and private schools in a democracy, and on religion and the public schools. Labor, industry, government, and agriculture all have certain expectations of education. When those expectations are formulated and discussed, they can become a basis for the intelligent working together for a constantly improving educational program.

It is not enough that we as educators seek thru our relationship with the various "interest groups" of our society to have our own programs understood and appreciated. We have also thru this relationship both the opportunity and the responsibility of understanding and appreciating other points of view. We need for example, to ask ourselves, as *Mr. Sexton* points out, that organized labor asks itself, whether or not the school has contributed to the low appreciation of non-white-collar jobs which surveys have revealed highschool students hold.

We need also to recognize our indebtedness to our farmer neighbor and to try to understand his feelings about some of the complex forces which tend to drain rural wealth to urban areas.

We need to know that industry, at this point of its relationship with education, considers itself in the position of wanting to contribute what it can to education without knowing exactly how to go about it. As a way toward giving some direction to this good will, *Mr. Reid*, speaking for industry, proposed the estab-

lishment of an industry advisory committee to the National Education Association for the purpose of formulating longrange policies and programs thru which industry can most satisfactorily contribute to the welfare and progress of American educators. In the field of government service there is also information that we need to have and questions that we need to ask ourselves. Does the school, and do the teachers in it, have any responsibility for the current low esteem in which government service is held?

Public relations is a good deal more than winning friends and influencing people. It is also a matter of putting ourselves in situations by means of which we hear sympathetically and understandingly other points of view, even to the point of sometimes modifying our own.

We have heard a great deal lately about attacks on education. Once such attacks are made, it is a public relations function of the profession to meet them: by setting up evaluative criteria, with both lay and professional participation in their formulation and use; by analyzing the source of the attack; by appealing to the publishers for evaluation; and by exercising care and study in the selection of texts.

Within the past year a whole series of attacks on teaching about Unesco has been launched against the schools. Most of these attacks have stemmed from the accusation that Unesco is an instrument for world government and that schools which teach about it are attempting to change and weaken American ideology by encouraging world cooperation. The group discussing this topic was of the opinion that schools, based as they are upon the premise of the improvability of society, are obligated to understand and to teach about those agencies and movements whose aim it is to promote human welfare and international understanding.

One of the outstanding developments in the educational horizon in the past few years has been the snowballing of public interest in citizens committees. Such citizens committees have been successful in the promotion of campaigns for school board issues, for increasing teachers salaries, for school reorganization. They have also been effective in informing citizens about curriculum development, in answering attacks on schools, and in securing beneficial school legislation.

This week we talked about newspapers, radio, field trips, teacher-appearances before civic clubs, school open houses. One group on audio-visual materials had experience with some of the many such materials available from the NEA, and concluded that the big problem is in working out an effective use of them. Another group, discussing printed materials in public relations, pointed out the need for personal motivation, if even the brief, well-written printed materials are to get the reading they deserve. The group discussing television called attention to the urgency for *immediate action* if the schools are to be able to use effectively as a public relations medium, the television channels which have been assigned to them.

Our emphasis these three days, however, has not been upon media and the way to use them to bring people around to our way of thinking. It has been, instead, upon the interrelatedness of responsibility in this job of education. Not one time in more than fifty pages of notes from sixteen discussion groups did any recorder report that some one said, "We must *sell* education" as if it were the product and responsibility of teachers alone, who must by various tricks make it attractive to the rest of the community.

We are not merchants with something to sell. We are teachers, and we are engaged, along with parents and other members of the community in the biggest, most important job there is. In it we have the responsibility not only of doing our best in the classroom but also of interpreting the school and its program to the community, at the same time remaining sensitive to the wishes of the community concerning the school.

The concept of public relations that we have been discussing these past few days can be described by the verse that I learned as a freshman in highschool:

If I knew you and you knew me
And each of us could clearly see
And with an inner sight divine
The meaning of your heart and mine,
The way of things we then would see—
If I knew you and you knew me.

(Applause.)

Mrs. Evans: Thank you, *Audrey*, and *Martha* and *Stanley* and *Fred*, and most of all, thank you to each individual participant in these discussion groups. These ideas are your ideas; the duties of the chairmen and recorders was made easier because of your participation.

The job ahead now is for each of us to go home and administer these capsules and discuss these ideas at the local level; hitch your wagon to a star and then remember that it is hard work which attains those goals.

Thank you. (Applause.)

President Miller: Very beautifully done, *Mrs. Evans* and those were four excellent reports. I appreciate that conduct of the symposium.

We are now going into a period of New Business and before going into it, I want to say that I have tried to conduct the Business Sessions in a democratic manner, and have tried not to railroad or appear to railroad things at any time. In fact, the only time I have ever tried to railroad anything was that Puerto Rican resolution, and you saw how confused we got on that. I am determined I will never try such a thing again.

I want to recognize the chairman of our Rules Committee, *Ruth Ann White*, who will present to you three proposed amendments to our Bylaws.

Miss White: The Rules Committee will now give you some homework!

It has three proposed amendments to present to you for your study and discussion during the next year. The first one is a proposed amendment to Article II, Section 1 (b) of the Bylaws. This Article concerns the officers, Representative Assembly and affiliated associations.

Because of the growing membership in the NEA and the fact that eight states can have a membership of 40,000 this proposal would entitle some states to a third director.

Section (b) of Article II reads thus:

"The Board of Directors shall consist of the president; the first vicepresident; the treasurer; the chairman of the Board of Trustees; the former presidents of the Association elected prior to July 1, 1937, and one additional member from each state, territory, or district to be elected by the Representative Assembly; and of all Life Directors of the National Educational Association, provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director for the terms of three years or until their successors are chosen, except that the term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 of each year. Whenever a state qualifies for a second director the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors."

Beginning with the words *provided, however*, the proposal recommends that the rest of the section be deleted and the following be substituted:

"... provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director, and any state which has 40,000 or more such members as of said date, shall be entitled to a third director, such directors to serve for terms of three years, respectively, or until their successors are chosen, except that the terms of such directors shall be contingent on the maintenance of 20,000 or more, or 40,000 or more, paid members, respectively, as of May 31 of each year. Whenever a state qualifies for a second director or a third director, the

delegates from such state shall designate the directors as first, second or third directors at the time of the election of such director or directors."

This is notice, and according to the existing rules of procedure will be printed in the Delegates' Manual for action in 1953.

Beatrice Harvey of the Rules Committee will now present another proposal.

Mrs. Harvey: The second proposal which the Rules Committee desires to submit to the Representative Assembly is necessary to the proposal just presented. It relates to the "Qualifications of Directors."

Because it may sound complicated to those of you who do not have a copy of the July 1951 Bylaws and Standing Rules, to which you can refer, I should like you to know the changes are very simple—merely the addition of these words:

"And any state which has 40,000 or more such members as of said date, shall be entitled to a third director."

In three places it also adds these words,

"or a third director."

The proposal would amend Rule 4, Section (b) of the Standing Rules as printed in July 1951 of the Charter and Bylaws by deleting the words, beginning on page 341, at the end of the third line with the words, "Except any" and ending with the words, "Director or Directors," line 12, inserting in lieu thereof the following words:

" . . . except that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting, shall be entitled to a second director, and any state which has 40,000 or more such members as of said date, shall be entitled to a third director, and the name of such person or persons shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. The term of the second director or the third director of any state shall be contingent on the maintenance of 20,000 or more, or 40,000 or more, paid members, respectively, as of May 31 of each year. Whenever a state qualifies for a second director or a third director, the delegates from that state shall designate the directors as first, second, or third director at the time of the election of such director or directors."

This is notice and according to the existing Rules of Procedure will be printed in the Delegates' Manual for action in 1953.

Miss White: Our third proposal is one to the Bylaws, Article II, Section 7, which concerns the selection of delegates. It reads thus:

"Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a state or local affiliated association."

The proposed amendment recommends the deletion of the words "and to vote in the election of delegates in a state or local affiliated association" and the substitution of

"The method of election of delegates in a state or local affiliated association shall be left to the discretion of its members of the National Education Association."

This is notice and according to the existing rules of procedure will be printed in the Delegates' Manual for action in 1953.

That concludes my report.

President Miller: Thank you, *Miss White*. No action is needed on that report. The proposed amendments will be carried in the *NEA Journal* during the year so that you can become very familiar with them before the next Business Session next summer.

Is there any other business to come before us?

Miss Studebaker (Pennsylvania): Point of information: When you consider the new status of Puerto Rico, should the word commonwealth be included as well as territory in the notice of those amendments?

President Miller: Of whom did you ask that question?

Miss Studebaker: Either of you or *Miss White* or *Mr. Bottolfsen*.

President Miller: The Parliamentarian has ruled that we should also include the word commonwealth.

Miss Vail (Arizona): Because we of Arizona have greatly admired *President Miller*, we want to make this brief statement: We certainly did not intend that the resolution we presented this morning be regarded in any way as a criticism of our *President's* statement to the press. We rather wish to re-emphasize his position and to accept ourselves a responsibility for each of us to defend our leaders and the teachers of this great nation against unfair attack.

We were asked to present this resolution by two very important members from the NEA outside our delegation. Perhaps our resolution was wrong and we cheerfully accept your decision. We do wish to express our appreciation to the rather large voice vote which it did receive. I think that if we had had a little more time we might have explained to you our position, but we do feel that in this coming year these attacks may be increased in number and violence and indeed, that this very same article may be used by many other such organizations. We wanted to alert, if possible, all the Legionnaire members, because we know how they feel, too, and we feel that everyone of us has a very great responsibility this coming year.

I think you all know Arizona's great love for the NEA; we have upheld it even tho we are small; we have upheld it by our membership, by our interest, by everything that we could give it and we love *President Miller* very much. He is our nextdoor neighbor, he has been with us in Arizona; we are terribly proud of him and the way he has conducted this whole convention and we from Arizona would like to have the privilege of asking for a rising vote for *President Miller* at this time.

(The convention arose, applauding.)

President Miller: You are all very, very kind. I assure you I did not take that as any criticism of me. I assure you *Mrs. Miller* and I love you, too—all our love and devotion in the highest sense of the word as defined by *Frederick L. Hipp* a little while ago.

Is there any other business?

If not, we are recessed until eight o'clock this evening.

(Meeting then recessed at 4:45 P. M.)

THIRD GENERAL ASSEMBLY

AND

SIXTH BUSINESS SESSION

Friday Evening

July 4, 1952

PRESIDENT MILLER called the Convention to order at 8:00 P.M., in the Masonic Temple of the Detroit Auditorium.

The invocation was given by the *Reverend Sheldon Rahn*, Detroit Council of Churches, followed by the "Pledge of Allegiance" to the flag led by *Harry Begian*, director, Cass Technical Highschool Band, Detroit, followed by a program of music by his band.

President Miller: *Director Begian* and members of the Cass Technical Highschool Band, our audience has showed you their appreciation for this wonderful concert that you have given us. We appreciate it very much. We know the

difficult circumstances under which you worked during the summer, getting ready for a concert like this and we especially appreciate the fact that you would go to that extra trouble to do this for us.

Thank you very much.

President Miller: I want to again express appreciation to the Puerto Rican delegation for their thoughtfulness in bringing 4500 of these beautiful scarves, and those very, very classy hats, and distributing them last night to their friends among our delegation. Some of you, I know, were not at the Sheraton-Cadillac Hotel to get them, but I wanted you to see the beautiful scarves—(holding up one of the scarves—Applause.) I don't happen to have one of the beautiful hats with me, but I have one in my hotel room, if any of you want to come and see how I look in it! (Laughter.)

I want also to thank the Hawaiian delegation for bringing those beautiful leis which they presented to us, the beautiful orchid leis which some of us were fortunate enough to get, that have some 400 orchids in each lei, and then those others that were presented to those of you who were at the reception last night. Those people come a long way to get to our Convention and they are also a very colorful delegation. We appreciate what the Hawaiians have always done to make our Conventions a success. This year they have been joined by the Puerto Rican delegation in contributing so greatly to this Convention.

There is one person about whom we haven't said anything during the meetings of our Delegate Assembly and I do want to pay special tribute to her myself, and that is *Miss Harriett Chase*, chief assistant to the secretary, the lady who for so many years has been taking care of the details up on the platform during our Conventions. I think many of you know but not all of you, that *Miss Chase* suffered a very, very painful injury about six weeks ago when she broke the large bone in her leg. It was put in a cast, the first one of which was removed recently and another one put on. She is recovering satisfactorily tho she has had a very painful time. But she has kept up her good spirits and even in the hospital room she has been very much concerned about getting ready for this Association Meeting, and very much concerned about the meeting since it has been going on.

I can understand her concern about the meeting since it got started. (Laughter.)—but we regret very much that she cannot be with us. The Executive Committee and the Board of Directors have sent messages to her on behalf of you. (Applause.)

Our platform guests this evening are the pastpresidents, members of the Executive Committee, Board of Trustees and Board of Directors.

I would like to publicly apologize to the pastpresidents for lowering the dignity of presidents of this Association this far and then to introduce to you the pastpresidents of the Association who are with us this evening.

Will the pastpresidents please stand? (Applause.) So glad that so many of you could be with us tonight.

Then I would like to ask the vicepresidents of the Association to stand. (Applause.)

And the members of the Executive Committee. (Applause.)

The members of the Board of Trustees. (Applause.)

The members of the Board of Directors. (Applause.)

Thank you very much.

Now I would like for *Dr. Corma Mowrey* to join me on the platform.

(*Miss Corma Mowrey* came forward.)

My duties this year have been especially easy because the junior pastpresident of this Association has done everything possible to help me with those duties. On the other hand, my duties have been especially difficult because of the excellent record that she set last year as the president of this Association, and the admirable manner in which she presided last year at the meetings of this Association.

It is my pleasure at this time to present *Dr. Corma Mowrey*, the junior past-

president of this Association with the Pastpresident's Award. This award is in two parts. First there is this beautifully framed certificate which says:

Corma A. Mowrey, president, National Education Association of the United States 1950-51.

This testimonial is presented in recognition of distinguished service to the Association.

Washington, D. C. July 4, 1952 (signed) *Willard E. Givens*, executive secretary.

and bears the Great Seal of our Association.

I am very happy to present this to you, *Dr. Mowrey*, and it is also my pleasure to present *Dr. Mowrey* with this Pastpresident's Key, and congratulate you again on your great service.

Dr. Mowrey: Thank you. (Applause.)

President Miller: At this time I shall call on the chairman of the Elections Committee to bring in his report. *R. L. Booker*, chairman of the Elections Committee and I want to praise that committee for the very hard work that they have done. They have not been able to attend any of our sessions today because of working with the election.

Mr. R. L. Booker, chairman of the Elections Committee.

Mr. Booker: In behalf of your Elections Committee, I hereby submit the final report on the balloting by the official delegates at this National Education Association Convention.

Before giving the results of the election, I would like to recognize by name the members of the Committee who have worked steadily since early this morning tallying the vote:

R. L. Booker, chairman, Alabama
Miss Alta Behrens, Kansas
Elbert Brooks, Arizona
Mrs. Lorraine Byrnes, Florida
John Clementz, Michigan
Miss Sarah Danielson, Nebraska
Robert F. Harris, Ohio
Miss Dorothea M. Lennon, Connecticut
John M. Lumley, vicechairman, Pennsylvania
Fred A. Miller, California
Miss Margaret T. C. Murphy, Massachusetts
Miss Myrtice Patty, Colorado
Miss Alice Old, Missouri
Lewis C. Richardson, Puerto Rico
Miss Jeannette Saigh, New Hampshire
Miss Freida Scribner, New Jersey
Miss Dorothy M. Sellars, Colorado
Miss Hazel Shively, Louisiana
G. W. Stout, New Mexico
Myron R. White, vicechairman, New York

Due to the fact that some members of the Committee did not report, the following were appointed by *President Miller*:

Ned Casey, Alabama
Helen Dunn, Illinois
Laura Rose Jupin, Illinois
Irene Langham, Illinois

At this time, it is the pleasure of the Elections Committee to state the results of the balloting:

State Directors:

The following were elected to the office of State Director:

Winona Montgomery,	Arizona
Joyte R. Pyle,	Arkansas
David J. Conley,	California
Glenn W. Moon,	Connecticut
Mrs. Palmer Petteway,	Florida
James R. McDonough,	Hawaii
Joe L. Gettys,	Iowa
Clinton F. Thurlow,	Maine
Oliver W. Peterson,	Montana
Albert G. Seeliger	Nevada
Mabel M. McKelvey,	New Hampshire
Lena M. Porreca,	New Jersey
John P. Steiner,	New Mexico
David E. Temple,	Oklahoma
Margaret Perry,	Oregon
David H. Stewart,	Pennsylvania
Vail L. Hershey,	South Dakota
Andrew D. Holt,	Tennessee
Dana Williams,	Texas
Nan T. Davis,	West Virginia
J. Alden Vanderpool,	Washington
Velma Linford,	Wyoming.

Executive Committee Members:

The following were elected as Executive Committee Members:

Martha Shull,	Oregon
Colon Schaibly,	Michigan

Eleven Vicepresidents:

The following were elected Vicepresidents:

Alice Vail,	Arizona
Elma C. LeBlond,	Connecticut
George W. Gore, Jr.,	Florida
Loretta Doerr,	Louisiana
William S. Brawn,	Maine
Margaret H. Burke,	Massachusetts
D. D. Cooper,	Montana
Flo Reed,	Nevada
Virgilio Brunet,	Puerto Rico
J. C. Moffitt,	Utah
Jesse L. Goins,	Wyoming.

First Vicepresident:

You have elected to the First Vicepresidency:

David H. Stewart,	Pennsylvania
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And it is my pleasure to read the name of your new president of the National Education Association,

Sarah C. Caldwell,	Ohio
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(Applause.)

By your vote, you have defeated the Amendment to Article II, Section 1(a) and Article III, Section 3 of the Bylaws.

Attached to this report is the official tally sheet for the permanent record.

President Miller, in my capacity, not only as chairman of the Elections Committee, but also as a delegate, I move the adoption of this report.

(Motion seconded by *David E. Temple* of Oklahoma. No discussion was offered, motion placed before the assembly for vote and carried unanimously. Report of the Elections Committee declared adopted without dissenting vote.)

President Miller: I would like to tell you a little about this lady whom you have chosen as your president for the coming year.

First, I want to say that no president could have had a better vicepresident than *Mrs. Caldwell*. She substituted for me numerous times during the year at important conferences and at important meetings. During this meeting she presided at the opening general session. She also presided this afternoon for me and has been ready at any time that I called upon her. I have not called upon her at any time but what she has gladly and willingly taken the assignment.

At the June Commencement, the University of Akron conferred upon *Mrs. Caldwell* the degree of Doctor of Letters in recognition of her outstanding leadership in and contribution to the field of education. It is the first time that this degree has been granted by this institution to a member of the teaching profession.

In presenting the degree, *Dean Howard R. Evans* made this statement:

"*President Auburn*, it is with great personal pleasure and professional pride that I present to you *Mrs. Sarah Campbell Caldwell* for the degree, Doctor of Letters.

"She is at present a teacher of biology at Garfield High School. She has been the recipient of important assignments and high honors by the teaching profession.

"Her educational leadership is indicated by outstanding assignments as first vicepresident of the National Education Association and as a member of the influential Educational Policies Commission. She is active in the World Organization of the Teaching Profession and has served as special representative of American Teachers in Germany, Greece, Malta, Italy, and Egypt.

"We signalize her, as classroom teacher, educational leader on national and international fronts, inspiring speaker and interpreter of education and a broad humanitarianism.

"She is admired and respected by a vast throng of teachers, administrators, parents and children in the nations of the free world to whom she has brought inspiration and hope for a more enlightened and brighter tomorrow.

"In awarding this degree to *Mrs. Caldwell*, we honor our city, the University, and the profession of teaching everywhere. But, most of all, we honor her for great, unselfish giving of herself to humanity thru the profession which she so ably represents.

"*Mr. President*, I have the honor to present to you *Mrs. Sarah Campbell Caldwell* in order that you may confer upon her the honorary degree of Doctor of Letters as recommended by the Executive Committee and approved by the Board of Directors."

Citation by *President Norman P. Auburn*

"*Sarah Campbell Caldwell*, outstanding classroom teacher, distinguished national and international educational leader, eloquent public speaker, and inspiring imparter of culture and tradition, The University of Akron is proud to honor you as an exemplary representative of an honorable profession. As one educator to another, I am gratified by this opportunity to bestow upon you, by virtue of the authority vested in me by the Board of Directors, the honorary degree of Doctor of Letters, to cause you to be invested with a hood, and to present you with this diploma."

Those words express better than I could express the tribute to this great lady.

Mrs. Caldwell, will you please come forward at this time?

(*Mrs. Caldwell* came forward. A Hawaiian representative presented *Mrs. Caldwell* with a lei at this time, amid applause.)

Mr. Robert F. Harris: *Sarah*, the Akron Education Association wishes to give these flowers as a sign of our love for you and the great pride that we feel that a member of our organization has reached the high position of President of the National Education Association, and we know that next year we will have an even deeper pride, as deep as this pride is, as we look back upon the accomplishments of your administration.

We wish you a lot of luck.

(Presented a basket of flowers amid applause.)

President Miller: To this great Association, greater than which there is none, made up of people with great hearts, who will support you completely, I present a great lady to serve as your President during the coming year. *Mrs. Caldwell*, I would like to present you with this gavel made for you from Michigan walnut, by the Industrial Education Guild, a student organization in industrial teacher education at Wayne University. It was turned and finished by Joseph Lee, a student in the College of Education, and a son, I believe, of the dean of the College.

I hope that you will have as much pleasure in presiding over this organization as I have had.

Mrs. Caldwell: President Miller and my fellow teachers in this Representative Assembly: My cup runneth over!

I thank you warmly and humbly for the greatest honor that could possibly come to me, the presidency of the National Education Association.

In accepting this position I realize full well that I alone am not deserving of this recognition. There are many to whom I owe a debt of deep gratitude for all that they have done to make this moment possible. Therefore, I would like to pay tribute—to my colleagues in Ohio, who first gave me the opportunity to grow in appreciation of the real values of our professional associations, inspired in me a desire to serve, guided me in the responsibilities of organization work; to the NEA staff and officers, who for twelve long years have helped “to prune my faith, trim my fire and show me the white star of truth”; to felloweducators all over these United States, who, by their friendliness and comradeship, have stimulated me to work for the welfare of mankind with a sense of joyous satisfaction—all of these have helped me to become more conscious of my obligations to my profession. They have given me not only facts and skills needed to develop the potentialities of leadership, such as I possess, but also the encouragement and confidence so necessary to undertake this gigantic assignment. To these good folk I attribute all credit for tonight’s honor and to you present, members of these groups, may I personally express my sincere appreciation for your every effort in my behalf. I will strive diligently to be worthy of your trust.

Will the delegation from Ohio please stand.

(The Ohio delegation arose.)

Dear friends, I want to say a special “thank you” to you for the devotion and loyalty you have so generously expressed. The statement made on the souvenir key rings given out here, saying you consider me a real Buckeye, is one that gives me a warm inner glow! I want to be a credit to you!

Soberly I accept the challenge of this office, to work thruout the coming year to advance the interests of the profession of teaching and to promote the cause of education for all children and youth.

However, I will need your help—from you who are older, the benefit of your wisdom and patience; from those of you who are younger, your courage and vitality; from all of you, counsel and cooperation.

My reward for discharging this duty will be the privilege of working with you.

As we work together for the advancement of the world’s oldest and most important profession—teaching—let us consider the scientists. Science is universal. It recognizes no boundaries, is limited by no racial prejudices, follows no dogma nor party lines. Whether a discovery is made by an Englishman, a Greek, or a Japanese is not important. When a scientific paper is published, no one asks if it was written by a Roman Catholic, a Jew or a Protestant. All of these differences are of no significance to science, so long as it truly follows its own free spirit.

This spirit can well be emulated by educators if we are to be of the greatest service to children and to mankind. Such a spirit will respect the integrity of the individual, encourage personal growth, develop vision and courage, and help to uncover potential leadership which is needed at all levels to help build a greater teaching profession—one that should:

1. Recruit and select its own prospective members
2. Develop, determine and enforce its own standards
3. Establish and govern its own code of ethics

4. Constantly strive to improve its services, developing into an increasingly strong and active social, as well as educational force.

These things we can do by adding force and power to the great forward drive of our Centennial Action Program. Our willingness to work for these goals year after year until they are achieved in 1957, is the test of our faith in our public schools and in ourselves. The open road lies ahead. Let us be resolved to go forward, "to make big plans, aim high in hope and work!" (Applause.)

President Miller: Now I would like to present to you your new first vicepresident of the NEA, *David H. Stewart* of Pennsylvania. (Applause.)

And your newly elected Executive Committee members: *Martha Shull* of Oregon, and *Colon Schaibly* of Michigan. (Applause.)

During this week, many very fine tributes have been paid to our executive secretary, *Dr. Givens*. You have learned, I think, everything that he would be willing to have disclosed about him.

I am going to add only this: that I don't believe that anyone can appreciate *Dr. Givens* as much as a president of the NEA, who must depend on him to carry on the work of the Association and to be at his elbow to prompt him at all times and to try to keep him more or less in line. I want to add my tribute to *Dr. Givens*. I have managed to get thru this year only because *Dr. Givens* has done the work and has kept me from making any worse mistakes than I have made. So it is my pleasure this evening to introduce to you, again, *Dr. Willard E. Givens*, the executive secretary of the Association, who will give the address of the evening.

(*Dr. Givens* then gave his address, which is found on p. 17.)

President Miller (as *Dr. Givens* was presented with a lei and a kiss by one of the Hawaiian lady delegates): *Dr. Givens*, it is easy to see that your youth is far from spent!

Thank you for that very stimulating address and for the great example you have set for us, and we pledge to do our best to carry on.

And now, *Dr. Givens*, you probably thought that there would be no more of these gifts this week—if you and *Mrs. Givens* will please step forward, I have one more.

When the states sent in their gift of books to you and *Mrs. Givens*, they also insisted on sending in some contributions to a fund to buy a gift for you folks. The committee considered the purchase of a gift for a long time and finally decided that you had received so many gifts of one kind or another that they would like to make it possible for you to buy something that you were sure you wanted. So, on behalf of all of the state education associations in the NEA, it is my privilege this evening to present you with this U. S. Bond with a maturity value of \$1000, which you may cash if you wish and use in any way that you wish. (Applause.)

Mrs. Givens: There isn't anything to say that we have not said in the language that we have command of, which is not very much right this minute. We cannot tell you how much we appreciate—I should say, I, because I am the side guy—how much I appreciate all the worthwhile things you have done for us this week.

I said a few days ago that because Americans always do something like this, we will have to admit that we did think that maybe something might happen tonight, because they had asked *Willard* to make the last speech. Then when you mowed us down so completely on Monday night, we really felt as if we were helpless so far as words were concerned. Then on Tuesday night, and Wednesday night and Thursday night, you have really whittled us down to size and we have just lost command of any further vocabulary. But we do thank you; and *Willard*, I think, can tell you that better than I can because he is the fellow that has earned it.

Dr. Givens: Words are inadequate to express our appreciation to you. The time we have spent with you during the last 18 years has been enjoyable. Those years have been very profitable ones for us. It has been a real pleasure and a great opportunity to have the chance of working with 500,000 of you and I have accepted this week the many honors which you have bestowed upon me not for myself,

but for the great teaching profession of which I am very proud to be a part.

Thank you very much. (Applause.)

President Miller: That bond has been made out to *Dr. Givens* or *Mrs. Givens*.

The Convention Summaries will be available at the main center exit as the delegates leave the hall, and also there are available some very attractive little folders which give information concerning the books that were presented by the various state associations to *Dr.* and *Mrs. Givens*.

I know that you will be anxious to get copies of those as you leave.

And now, *Mrs. Miller* and I again want to thank the teachers and the people of Deming, New Mexico, the teachers of New Mexico and all the teachers of America, who have done so much for us during this year. Every day is a new surprise to us. You have done so many nice things for us—we appreciate all of them, and again, to the delegates from Puerto Rico and Hawaii, who have done so much to make this meeting a success, we say thank you. I want again in closing, to publicly thank *Mrs. Miller* for all she has meant to me this year and has done to help me to serve you folks well. It has been a community project and I thank you very much. (Applause.)

The benediction was given by the *Reverend Sheldon Rahn*.

President Miller: The Ninetieth Annual Meeting of the National Education Association of the United States is adjourned.

Meeting then adjourned, at 10:10 P.M.

WILLARD E. GIVENS, *Executive Secretary*
J. CLOYD MILLER, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS

WASHINGTON, D. C.

Thursday, August 30; Friday, August 31; and Saturday, September 1, 1951

THE Board of Directors of the National Education Association met at NEA headquarters on the above dates. Authorization for the meeting was given at the San Francisco Convention. In making the recommendation it was requested that the meeting be one of information. In keeping with the request, most of the time was devoted to reports and discussion of the on-going program at NEA headquarters by the directors of the fourteen divisions, secretaries or representatives of the twenty departments, secretaries of the five commissions, staff contacts for eight committees, and the National Council of Teacher Retirement. In addition, reports were given on American Education Week, Future Teachers of America, the Institute for Organization Leadership, and Local Associations. The Assistant Secretaries for Business, Professional Relations, and Lay Relations, discussed activities in their fields. All reports were based upon the 1951 *Handbook*.

ROLL CALL OF STATES: The following were present for the entire conference: Elected directors: Arkansas—*H. R. Pyle*; California—*Myrtle Gustafson* and *Ole Lilleland*; Colorado—*Anna Maud Garnett*; Connecticut—*Glenn W. Moon*; Florida—*C. Marguerite Morse*; Illinois—*Helen K. Ryan* (second director); Indiana—*L. V. Phillips*; Kentucky—*Mrs. Willie C. Ray*; Maine—*Mrs. Grace Dodge*; Maryland—*Harry F. Frank*; Michigan—*Mrs. Mary F. Noecker*; Minnesota—*A. B. Morris*; Mississippi—*H. V. Cooper*; Missouri—*Louese Phillips*; Montana—*Oliver W. Peterson*; New Mexico—*R. J. Mullins*; New York—*James A. Cullen*; North Carolina—*Margery H. Alexander*; North Dakota—*Mary Fowler*; Ohio—*H. C. Roberson* and *Margaret Boyd*; Oklahoma—*David E. Temple*; Puerto Rico—*Jose Joaquin Rivera*; Rhode Island—*George Burke* substituting for *Marie R. Howard*; South Carolina—*S. David Stoney*; Texas—*Myrtle M. Hembree*; Utah—*Paul E. Beecher*; Virginia—*Mary DeLong*; Washington—*Ruth L. Moore*; West Virginia—*Jessie Cunningham*; Wisconsin—*S. R. Slade*; Wyoming—*Velma Linford*. Present two days were: District of Columbia—*Elizabeth D. Griffith*; Kansas—*F. L. Schlagle*; Massachusetts—*Everett J. McIntosh*; Tennessee—*A. D. Holt*. New Jersey—*Eric Groezinger* was present for one day. Absent were: Alabama—*J. W. Letson*; Alaska—*Donald V. Lawvere*; Arizona—*Alice L. Vail*; Delaware—*John Shilling*; Georgia—*M. D. Collins*; Hawaii—*James R. McDonough*; Idaho—*Gerald Wallace*; Illinois—*John Lester Buford*; Iowa—*Donal R. Lillard*; Louisiana—*James L. King*; Nebraska—*Chester O. Marshall*; Nevada—*R. Guild Gray*; New Hampshire—*Daniel W. McLean*; Oregon—*Carl E. Aschenbrenner*; Pennsylvania—*Harvey E. Gayman* and *Mabel Studebaker*; South Dakota—*J. Howard Kramer*; Tennessee—*F. E. Bass*; Vermont—*Gertrude E. Sinclair*. Directors ex officio present were: *J. Cloyd Miller*, president; *Gertrude E. McComb*, treasurer. Absent were: *Mrs. Sarah C. Caldwell*, first vicepresident; and *A. C. Flora*, chairman of the Board of Trustees. Presidents of the Association prior to 1937 present were: *Cornelia S. Adair*, Virginia; *Joseph Rosier*, West Virginia; *Agnes Samuelson*, District of Columbia; *Henry L. Smith*, Indiana; and *Charl O. Williams*, District of Columbia.

CONFIRMATION OF MAIL VOTE APPROVING MINUTES: A motion was made by *Myrtle Hembree*, Texas, seconded and carried, that approval of the minutes of the San Francisco meeting be confirmed.

DECORATING OF BOARD ROOM: This being the first meeting of the Board of Directors since the redecorating of the Board Room under the direction of the Board, *L. V. Phillips*, Indiana, moved that a rising vote of thanks be given those responsible for the fine appearance of the room.

NEA CHARTS: Special emphasis was placed on plans for achieving the goals of the Centennial Action Program particularly for the current year. Discussion

was had of the NEA charts which have been prepared as a graphic means of presenting the scope of NEA activities. Approximately 200 sets of these charts are undistributed. Consideration was given to duplicating the charts in color, letter paper size; of reprinting them in black and white from the *NEA Handbook*; or of making them into a filmstrip. After much discussion, a motion was made by *H. R. Pyle*, Arkansas, seconded and carried unanimously, that the charts on hand be distributed on request as long as the supply lasts.

HOW TO HELP NEW TEACHERS MEET PROFESSIONAL OBLIGATIONS: Many new teachers find it impossible to take from their first pay checks an amount to cover professional dues. Discussion revealed that in some states the individual is allowed to pay at any time during the year. In one state the Credit Union underwrites the dues. In another the school board assumes the responsibility of paying dues for teachers who authorize deductions until the full amount is paid. The problem is one to be worked out in the individual states and localities. *Karl H. Berns*, assistant secretary for Business, stated that the NEA will enrol any teacher at the beginning of the school year if the state will give assurance of payment sometime during the year.

MEMBERSHIP GOALS IN STATES HAVING A DUAL SYSTEM OF SCHOOLS: In discussing the role of the Negro in the NEA it was pointed out that the arrangement to affiliate state Negro associations has been helpful to the total program. Thirteen such state associations affiliated this year and ten sent delegates to San Francisco. In the past, a few state associations have named Negro delegates as a part of their state delegations. Many Negro local associations have been affiliated with the NEA for years. In counting the total NEA members in the states having separate associations for Negroes, the Negroes have been included. They have not been counted, however, in arriving at the total number of teachers in the state. The practice of not counting Negro teachers as a part of the total teaching staff in the state for the purpose of arriving at membership goals has not shown a fair picture. *Joy Elmer Morgan*, staff chairman for Centennial Action Program, recommended that since our goal is 100 percent enrolment, that in figuring the goals after 1952 the total number of teachers in each state be used and that in calculating percent NEA membership is of state membership in these states, the base figure be the combined membership in white and Negro associations. A representative committee of 13 of the states involved was asked to study the recommended action and to report back. After considering the matter, *S. David Stoney*, South Carolina, as chairman of the committee, made a motion that since the matter of NEA affiliation and Delegate Assembly representation of state Negro education associations is on an experimental basis during the coming year, the committee recommends that the Board of Directors postpone action on *Mr. Morgan's* proposals. Seconded by *A. D. Holt*, Tennessee, and carried.

REPRESENTATION OF SMALL AFFILIATED ASSOCIATIONS: The problem of how local affiliated associations with less than 51 NEA members can be represented in the Delegate Assembly has been under consideration and discussed many times. The following resolution was adopted upon motion by *James A. Cullen*, New York, seconded and carried:

Whereas, the members of the Board of Directors believe it is a sound, forward-looking policy to share the inspiration and stimulation of our annual conventions with a greater number of leaders from small local associations, especially associations which have less than 51 faculty members in their school districts, therefore

Be it Resolved that the Board of Directors hereby requests *Executive Secretary Givens*, with a staff committee, to make a study of this situation to see if it is desirable to:

Invite a limited number of leaders from these smaller associations to participate in the activities of our annual conventions as guests of honor without a vote and without cost to the association, and

Be it further Resolved, if such a proposal seems desirable to the staff committee, that *Executive Secretary Givens* and his associates be requested to work out a formula and plan for putting this suggestion into operation on an experimental basis at the 1952 Convention in Detroit.

PROPOSAL TO AMEND PROCEDURES GOVERNING NEA ELECTIONS: At the San Francisco Convention information regarding the progress of the voting was divulged to some of the candidates concerned. Because of this there is need for closer supervision and perhaps a change in election regulations. *W. L. Christian*, staff contact for the Committee on Elections, was requested to study the rules and regulations adopted by the Board of Directors and the Executive Committee in December 1950. As a result of this study *Mr. Christian* made the following recommendations:

To revise rule one as follows: (New part underlined). An election committee of twenty members shall be appointed by the president of the Association before May 1. *Such members of the committee shall be delegates to the Representative Assembly and properly certified. Upon acceptance of such appointment the committee member must agree to serve thruout the whole time necessary for policing the polling places and the counting of the ballots. Emergency help required for counting ballots, if needed, must be certified delegates.*

To delete rule 13 and substitute the following: (New part underlined: deletion in parenthesis). (Immediately following the official count, the results of the election will be posted at the voting booths.) *All members of the committee must agree not to divulge the progress of the balloting to anyone outside of the committee previous to the posting of the results at the polling places directly following the official count.*

After much discussion and a motion by *Margery Alexander*, North Carolina, to consider each recommendation separately, which was seconded by *Mary Fowler*, North Dakota, a motion was made by *H. C. Roberson*, Ohio, seconded and carried, to table the matter.

SPECIAL CHARGE TO THE BOARD OF TRUSTEES: The following resolution was adopted upon motion by *Harry Frank*, Maryland, seconded by *Myrtle Hembree*, Texas, and carried unanimously:

Whereas the relentless passing of time will make it necessary for our esteemed executive secretary, *Dr. Willard E. Givens*, to retire in 1952, and

Whereas it will be the duty of the Board of Trustees to fill the vacancy when *Dr. Givens* retires,

Therefore, be it resolved, that this Board of Directors, fully aware of the magnitude of the task confronting the Board of Trustees, urges said Board to spare neither time, money nor effort in combing the country in order to find the most suitable person possible to become the worthy successor to our most worthy incumbent.

And be it further Resolved that this Board of Directors having the best interests of the future of this Association at heart stands ready to lend any support, advice or counsel to the Board of Trustees in completing this tremendous task.

CENTENNIAL ACTION PROGRAM AND MEMBERSHIP GOALS: *Oliver W. Peterson*, Montana, called attention to the chart in the *Handbook* listing the Centennial Action Program membership goals with special reference to Montana, which shows unified local, state and national dues now, which would seem to indicate that Montana has nothing further to achieve. However, since only 82 percent of the teachers in Montana belong to the state association the goal should be 100 percent. A motion was made by *Mr. Peterson* that in addition to the goal of unification, a state should be expected to have by 1957 as many members as there are teachers in the profession now, seconded by *Cornelia Adair*, Virginia, and carried.

Unified dues is only one of the 20 goals for the CAP, but a most important one. In discussing the program, *Joy E. Morgan*, staff chairman for the CAP, outlined the steps which it is hoped state and local associations will take this year:

adopt the CAP in principle, set definite goals to achieve each year until 1957, and adopt unified dues at the earliest date. Suggested goals are given in the *NEA Handbook*. *Karl H. Berns*, assistant secretary for Business, emphasized the need for an aggressive membership campaign this year. Recruiting helpers to put the program over is important. He pointed out that if there is no expansion at NEA headquarters this year, it will require 20,000 additional members to meet expenses because of increased costs of operation.

INTERPRETATION OF RESOLUTION ON PUBLIC FUNDS FOR PUBLIC SCHOOLS: *Glenn Moon*, Connecticut, asked for an interpretation of the last sentence of the following resolution adopted by the Representative Assembly at San Francisco:

The National Education Association believes the American tradition of separation of church and state should be vigorously and zealously safeguarded. The Association respects the rights of groups, including religious denominations, to maintain their own schools so long as such schools meet the educational, health, and safety standards defined by the states in which they are located. The Association therefore opposes all efforts to devote public funds to either the direct or the indirect support of these schools.

Specifically, *Mr. Moon* asked whether this means that the Association is on record opposing transportation, health services, and sharing the school lunch program for non-public schools. It was the sense of the Board that the Resolution means opposition to the use of any public funds for private or parochial schools.

INTERPRETATION OF GOALS FOR THE CAP: *Paul E. Beecher*, Utah, asked for an interpretation of the goals for the Centennial Action Program. He particularly mentioned goal number one—an active democratic local education association in every community—and goal number six—unified committees. *Executive Secretary Givens* stated that the committee setup as it now exists is weak and that it is hoped that by 1957 there will be similar local, state and national committees which will be equipped to undertake problems and readily solve them. It was agreed that an effort would be made by the NEA staff to prepare a documentation of the goals for the assistance of directors and others.

DIRECTORS URGE \$3200 TO \$8000 SALARY GOALS: Growing out of the discussion on CAP goals and the recommendation of the Commission on Teacher Education and Professional Standards, the following resolution was adopted upon motion by *James A. Cullen*, New York, seconded by *C. Marguerite Morse*, Florida, and carried:

Whereas studies by the research staff of the National Education Association show that teachers salaries in the nation are now lagging behind the reasonable standards needed to staff the public schools with the abilities necessary for the effective advancement of educational services, and

Whereas the failure of teachers' incomes, in many school districts, to make fair adjustments to the great increase in the cost of living is seriously threatening the welfare of the schools, and

Whereas the National Education Association's Commission on Teacher Education and Professional Standards, after years of careful study, has recommended salary schedules ranging from \$3200 to \$8000 for classroom teachers as imperative goals for school systems interested in offering forward-moving, sound educational programs for all American children, therefore

Be it Resolved, that the Board of Directors of the National Education Association urges the school systems of the nation to work constructively toward the achievement of the \$3200 to \$8000 salary goals, as rapidly as their financial resources can be geared to the new and higher price level under which we are operating.

CONGRATULATIONS TO PUERTO RICO: The following resolution was adopted unanimously upon motion by *A. D. Holt*, Tennessee, and seconded by many directors:

Whereas during the past three years NEA membership in Puerto Rico has increased from 170 to over 6000, and

Whereas the Puerto Rico Teachers Association, by sending a sizeable delegation to each of the last three NEA conventions, by inviting NEA officials to visit the island, by sending its able executive secretary to the meetings of the NEA Board of Directors, by the work and interest of its alert leaders of the island, and by many other means has evidenced its interest in and support of the program of the NEA, and

Whereas the achievements listed above have been due largely to the energetic and intelligent leadership of *Virgilio Brunet*, president of the Puerto Rico Teachers Association, *Mariano Villaronga*, commissioner of education for Puerto Rico, and *Jose Rivera*, executive secretary of the Puerto Rico Teachers Association and NEA director for the island.

Now be it Resolved that the Board of Directors of the NEA expresses deep appreciation and extends hearty congratulations to *Virgilio Brunet*, *Mariano Villaronga*, *Jose Rivera* and the teachers of Puerto Rico for the magnificent cooperation and support they are giving their national organization, the NEA.

COOPERATION OF AMERICAN LEGION: *Glenn W. Moon*, Connecticut, called attention to the fine resolutions adopted at the last convention of the American Legion in which the NEA was commended for barring members of the Communist Party in the United States from NEA membership and for the work of the NEA on the Americanism Committee of the Legion. The NEA is grateful to such friends as the American Legion which recognizes by resolution the fine work of the Association as a democratic and patriotic organization.

STUDY OF NEA COMMITTEE ORGANIZATION REQUESTED: A motion was made by *Margery Alexander*, North Carolina, seconded by *Ruth Moore*, Washington, and carried, that a study of committees and commissions be made showing geographic location, number of committee members from the same location, how long each has served, and related questions. It was suggested that retired teachers should not be appointed to committees and that provision be made to drop a member from a committee when that member retires or leaves the profession.

REPORT ON PROGRAM FOR EXPANSION AND IMPROVEMENT FOR HEADQUARTERS REQUESTED: A request was made by *David E. Temple*, Oklahoma, that a report be given at the next meeting on a proposed program for improvements at headquarters, such as air conditioning. The report should show estimated costs, etc., and should suggest a longterm program for expanding and making improvements.

SUGGESTIONS: *Ruth Moore*, Washington, stated that in the state of Washington teachers have asked that the NEA give consideration to the payment of a larger share of delegates' expenses. *Cornelia S. Adair*, Virginia, stated that many members of the Board are anxious to attend department meetings and that having meetings of the Board and departments on the same day at the convention presents a problem.

After a brief summary of the meeting by *Executive Secretary Givens* a skit written by *Mary E. Titus*, NEA Consultant for Local Associations, was given by *Miss Titus* with the assistance of NEA staff members. "Secure the Blessings," the first in a series of five motion pictures being prepared by the Association, was shown for those who cared to remain.

The meeting adjourned at 4:00 P.M.

WILLARD E. GIVENS, *Executive Secretary*
J. CLOYD MILLER, *President*

DETROIT, MICHIGAN

Monday, June 30, 1952

THE meeting of the Board of Directors of the National Education Association convened at 9:30 A.M. in the Hotel Statler. *President Miller* called the meeting to order.

ROLL CALL OF STATES: *Executive Secretary Willard E. Givens* called the roll with

the following responses: Elected directors—Alabama—*J. W. Letson*; Alaska—*Donald V. Lawvere*; Arizona—*Alice L. Vail*; Arkansas—*H. R. Pyle*; California—*Ole Lilleland* and *Myrtle Gustafson*; Colorado—*Anna Maud Garnett*; Connecticut—*Glenn W. Moon*; Delaware—*John Shilling*; District of Columbia—*Elizabeth D. Griffith*; Florida—*C. Marguerite Morse*; Georgia—*M. D. Collins*; Hawaii—*James R. McDonough*; Idaho—*Gerald Wallace*; Illinois—*Helen K. Ryan* and *John Lester Buford*; Indiana—*L. V. Phillips*; Iowa—*Donal R. Lillard*; Kansas—*F. L. Schlagle*; Kentucky—*Mrs. Willie Cassell Ray*; Louisiana—*N. B. Hackett* for *James L. King*; Maine—*Mrs. Grace Dodge*; Maryland—*Harry F. Frank*; Massachusetts—*Everett J. McIntosh*; Michigan—*Mrs. Mary F. Noecker*; Minnesota—*A. B. Morris*; Mississippi—*H. V. Cooper*; Missouri—*Louese Phillips*; Montana—*Oliver W. Peterson*; Nebraska—*Chester O. Marshall*; Nevada—*Albert Seeliger* for *R. Guild Gray*; New Hampshire—*Daniel W. MacLean*; New Jersey—*Eric Groezinger*; New Mexico—*R. J. Mullins*; New York—*James A. Cullen*; North Carolina—*Margery H. Alexander*; North Dakota—*Mary Fowler*; Ohio—*H. C. Roberson* and *Margaret Boyd*; Oklahoma—*David E. Temple*; Oregon—*Carl E. Aschenbrenner*; Pennsylvania—*Harvey E. Gayman* and *Mabel Studebaker*; Puerto Rico—*Jose Joaquin Rivera*; Rhode Island—*Marie R. Howard*; South Carolina—*S. David Stoney*; South Dakota—*Vail Hershey*; Tennessee—*A. D. Holt* and *F. E. Bass*; Texas—*Myrtle M. Hembree* and *Dana Williams*; Utah—*Paul E. Beecher*; Vermont—*Gertrude E. Sinclair*; Virginia—*Mary DeLong*; Washington—*Ruth L. Moore*; West Virginia—*Jessie Cunningham*; Wisconsin—*S. R. Slade*; Wyoming—*Velma Linford*. Directors ex officio—*J. Cloyd Miller*, president; *Sarah C. Caldwell*, first vicepresident; *Gertrude McComb*, treasurer; *A. C. Flora*, chairman, Board of Trustees. Presidents of the Association prior to 1937—*Cornelia S. Adair* (Virginia); *Fred M. Hunter* (Oregon); *Agnes Samuelson* (Iowa); *Henry Lester Smith* (Indiana); *Willis A. Sutton* (Georgia); *Charl O. Williams* (District of Columbia).

RESIGNATION OF J. HOWARD KRAMER, DIRECTOR FROM SOUTH DAKOTA: It was moved by *Helen Ryan* (Illinois), and seconded by *Mary DeLong* (Virginia) that the resignation of *J. Howard Kramer*, NEA director from South Dakota, be accepted with regret. Motion carried unanimously.

APPROVAL OF VAIL HERSHEY, NEW DIRECTOR FROM SOUTH DAKOTA: It was moved by *David Temple* (Oklahoma) and seconded by *Alice Vail* (Arizona) that *Vail Hershey* be seated as NEA director from South Dakota. Motion carried unanimously.

APPROVAL OF DANA WILLIAMS AS SECOND DIRECTOR FROM TEXAS: It was moved by *Ruth Moore* (Washington) and seconded by *Mrs. Mary Noecker* (Michigan) that *Dana Williams* be seated as second director from Texas. Motion carried unanimously.

ACTION ON SUBSTITUTES: It was moved by *Andrew Holt* (Tennessee) and seconded by *Mrs. Willie Cassell Ray* (Kentucky) that *Mr. Hackett* be seated as a substitute director in place of *James King* (Louisiana).

It was moved by *Gerald Wallace* (Idaho) and seconded by *Willis A. Sutton* (Georgia) that *Albert Seeliger* be seated as the NEA director from Nevada. Motion carried unanimously.

EXPRESSION OF APPRECIATION: *Alice Vail* (Arizona) who is completing her term of service on the Board of Directors, expressed her appreciation of the opportunity afforded her for service to the Board and to the teaching profession during her three terms. It is with much regret that she is leaving and with much gratitude for the friendship of her fellow board members.

Myrtle Gustafson (California) rose to second *Miss Vail's* expressions on behalf of those retiring from the Board of Directors this year.

PRELIMINARY REPORT ON CONVENTION CITIES: *Karl H. Berns*, assistant secretary for Business, reported on convention cities for 1953 and 1954. He noted that action on the choice of a convention city has already been postponed for one year and that, in addition to choosing a site for the 1953 convention, he strongly recommended the choice of a convention site for 1954 at this same time. He then proceeded to discuss the following cities from which invitations have been secured:

1. Miami, Florida: This is the city that received the four to one preferential vote of the Board of Directors during their meeting in 1951 at San Francisco. *Executive Secretary Givens* and *Mr. Berns* made a personal investigation of the possibilities of the city and determined that while its facilities for accommodation and space for public meetings are excellent, its discriminatory attitude makes it impossible in their joint opinion to take the 1953 convention to that city without open violation of the NEA Bylaws.

2. Miami Beach, Florida: Nondiscrimination in hotels in this area has been guaranteed by several of the hotels themselves. However, discrimination outside of the immediate hotels concerned in the convention would be inescapable. Public meeting space and facilities are ideal.

3. New York, New York: Excellent hotel accommodations could be obtained within the "Penn Zone Area" for a convention of almost unlimited size. Small public hotel meeting space could also be arranged without difficulty. However, a place large enough to house the Representative Assembly is almost nonexistent. The St. Nicholas Arena is not conveniently located. The only other possibility is the Armory. The possibility of stimulating membership among the teachers of New York City is perhaps an important factor to consider.

4. Cleveland, Ohio: The auditorium in Cleveland is excellent and there would be no difficulty in finding public space for state and group discussion meetings. There is a definite lack of hotel accommodations to serve a convention the size of the NEA.

5. Atlantic City, New Jersey: At the instigation of *Mr. Berns*, the Convention Bureau of Atlantic City secured an attractive rate reduction schedule for the NEA and of course there is a sufficient number of hotel rooms available. The Convention Hall can be had rent free for the Representative Assembly and in addition can accommodate the state delegation meeting rooms at a cost ranging from \$50 to \$75 per state. If Atlantic City should be chosen, it would be necessary to begin the annual convention one day earlier.

In order to clear the record for discussion and an ultimate choice on the convention site, it was moved by *C. Marguerite Morse* (Florida) and seconded by *H. C. Roberson* (Ohio) to rescind the action taken at San Francisco in which the Board of Directors expressed a preferential vote for Miami. Motion carried.

In the discussion that ensued, it was pointed out that the situation would be fraught with danger should we go to Miami, and also that we could not do so without open violation of our Bylaws which could put us in a position subject to much criticism.

Mr. Berns called to the attention of the Board of Directors that convention representatives from all cities inviting the 1953 NEA Convention had been asked to present their invitations to the Board of Directors on Saturday, July 5. Therefore, it was moved by *Willis A. Sutton* (Georgia) and seconded by *Ole Lilleland* (California) to table the motion and take no action on convention cities at this time. Motion carried.

GREETINGS TO MISS CHASE: It was moved by *Willis A. Sutton* (Georgia) and seconded by *Cornelia S. Adair* (Virginia) that a telegram of greetings and good wishes be sent to *Harriett M. Chase* from the Board of Directors and that a gift be chosen and sent to her in its behalf. Motion unanimously carried.

REPORT OF BUDGET COMMITTEE: *Everett J. McIntosh* (Massachusetts), chairman of the Budget Committee, reviewed the provisions of the budget with the members of the Board of Directors. At the conclusion of his remarks it was moved by *H. C. Roberson* (Ohio) and seconded by *Mary DeLong* (Virginia) that the budget be approved as presented for transmittal to the Representative Assembly. Motion unanimously carried.

It was moved by *Fred M. Hunter* (Oregon) and seconded by *Willis A. Sutton* (Georgia) that *Mr. McIntosh's* recommendation that if income for 1952-53 is sufficient to make additional allocations, that top priority be given to budget items 9 and 9a (Promotion and Maintenance of Membership and Cooperative State Projects). Added to the budget recommendation and included in this motion was the provision that next priority be given to the Defense Commission and to Future Teachers of America. Motion unanimously carried.

It was moved by *Willis A. Sutton* (Georgia) and seconded by *Ruth Moore*

(Washington) that the Board of Directors approve the following two recommendations of *Carl E. Aschenbrenner* (Oregon) member of the Budget Committee: (a) that the Board of Directors explore the possibility of having an orientation program for the newly elected directors at the earliest convenient date following the annual Representative Assembly—thus eliminating the fall Board of Directors meeting (except in case of emergency) and thereby make available funds for field work by the directors of the several states and territories; and (b) that in view of the fact that membership in the NEA is a prerequisite for membership in any department of the NEA that this statement of policy be carried on the membership promotional material of each department. Motion carried.

Margery Alexander (North Carolina) stated that she was not in agreement with the recommendation of canceling the fall meeting of the Board of Directors in favor of an orientation meeting for new members of the board only. *Miss Alexander* felt that all meetings of the Board of Directors were equally important in that all such meetings dealt with the setting and determining of policy.

In closing his report, *Everett J. McIntosh* (Massachusetts) expressed his appreciation of the opportunity to serve on the Budget Committee and as its chairman for the last four terms. He remarked upon the fine spirit of cooperation he received from all members of the Board of Directors and from the headquarters staff with whom he worked.

SOCIAL SECURITY SITUATION: *Frank W. Hubbard*, director of the Division of Research of the NEA, gave a brief picture of the Social Security situation, particularly as it affects public employees who have their own retirement systems. Present provisions included in House and Senate bills are not satisfactory in that they do not adequately safeguard teacher retirement benefits. The resolution that will be presented to the Representative Assembly for passage at this year's NEA Convention is designed to protect teacher interests thru the inclusion in the Social Security legislation of provisions requiring those states that adopt Social Security for their public employees to meet certain standards that will maintain equally or provide increased benefits to teachers as a result of Social Security legislation.

REVISION OF BYLAWS: Robert C. Gillingham, chairman of the Committee on the Revision of Bylaws outlined procedures of the committee to date in the exploration of the structure and relationships of the NEA and progress made toward their clarification. Several meetings of the committee have been held. There was discussion of NEA organization included in the CAP Conference at St. Mary's Lake which resulted in numerous recommendations. A tentative time schedule at present calls for some concrete proposals to be ready for presentation next year and for action in 1954. One of the problems to be resolved is whether to present the findings and recommendations of the committee as a "package" or to present major items singly or in small groups.

REPORT OF BOARD OF TRUSTEES: *A. C. Flora* (South Carolina), chairman of the Board of Trustees, reviewed the composition of the financial assets of the NEA in some detail and expressed the satisfaction of the Board of Trustees with the sound policy of actual building depreciation amounting to 10 percent each year. He commented on the overcrowded conditions of the NEA headquarters staff and discussed the steps taken so far to investigate possible solutions to the problem. The most likely possibility at the moment seems to be the razing of the garage on the present site and the construction of a new eight-story unit. In the meantime, application has been made to the District of Columbia Zoning Board to permit the use of two additional floors of the Martinique Hotel for office space.

In response to a question concerning air conditioning of the present building, which was a recommendation of the Board of Directors last year, *Mr. Flora* replied that it was found to be a \$300,000 project and that under the circumstances it was felt wiser to delay such action until the construction of the new proposed unit was begun. Certain areas within the present building have been air-conditioned recently however.

In concluding his remarks, *Mr. Flora* stated that the Permanent Fund of the Association is in fine shape, that preliminary estimates indicate the \$1 million

would be needed for the construction of the proposed new unit, and that eventually over a period of years several more millions in excess of the unexpended money each year will be needed to complete an adequate building program that can be tied into the Centennial Action Program, and secure for the teachers of this nation the kind and amount of services to which they are entitled by their professional organization. His recommendation is that we must find ways to challenge the teaching profession to recognize this need and be willing to assist in the program.

Fred M. Hunter (Oregon) voiced the approval of the Board of Directors for the technics used by the present Board of Trustees and the Administration of the NEA.

At this point, *Harold A. Allan* (Maryland), member of the Board of Trustees since 1948 and former assistant secretary for Business of the Association, rose to express his appreciation for his opportunity to serve in both capacities for the NEA. He is concluding his term of service on the Board of Trustees this year and he urged that the Board of Directors exercise great discretion in making the new appointment so that the NEA might continue to have the finest financial advice available thru a strong and united Board of Trustees.

REPORT OF THE TREASURER: *Gertrude E. McComb* (Indiana,) treasurer of the NEA, presented her report which was approved for presentation to the Representative Assembly.

REPORT OF FINANCIAL CONDITION OF NEA: *Karl H. Berns*, assistant secretary for Business, reported that the income of the NEA for the year just concluded averaged about five percent more than for the preceding year. He said there is a strong possibility that we will get thru the lean summer months without having to borrow money, a pleasant and unique experience within the annals of the Association.

MEMBERSHIP REPORT: *R. B. Marston*, director of the Division of Membership, reported that about 26,000 additional memberships in the NEA were obtained during this last year. He commended the Board of Directors on their efforts in this area, and then called to their attention the recommendations that resulted from the Centennial Action Program Conference last week which specifically urged direction of membership work into big cities, colleges and universities, and rural and scattered areas. A simple direct line of approach needs to be emphasized along with the development of inspired leadership.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION: *T. M. Stinnett*, executive secretary of the National Commission for Teacher Education and Professional Standards, came before the Board of Directors to outline for them the proposed National Council for Accreditation of Teacher Education. *Mr. Stinnett* noted that he has already received approbation of this proposal from the Classroom Teachers, Executive Committee, and the National Association of State Secretaries. Four years of intensive study have been directed by the commission toward the establishment of such a national council to fill the need of the teaching profession to control its own standards for accreditation. It was pointed out that teaching is the only profession that does not provide this service at present. The financial and moral support of the NEA is requisite to the success of such a council. It is estimated that \$125,000 a year will be needed for the work of this council, this money to be drawn from the AACTE (\$50,000), the NEA (\$50,000), and foundations (\$25,000). *Mr. Stinnett* stated that this \$50,000 obligation would not continue for an indefinite period, that within a few years after its establishment, it was felt the council would be self-supporting on the basis of fees obtained from schools and colleges subscribing to its services.

It was moved by *Carl E. Aschenbrenner* (Oregon) and seconded by *Willis A. Sutton* (Georgia) that the Board of Directors approve for consideration of the Representative Assembly the proposal to establish a National Council for Accreditation of Teacher Education. Unanimously carried.

PROPOSED AMENDMENT TO BYLAWS: *Cornelia S. Adair* (Virginia) expressed to the Board of Directors her opinion that the proposed change to the Bylaws regarding selection and designation of the executive secretary of the Association was in conflict with the Charter of the NEA as granted by the Congress of the United

States. Therefore, she urged state directors to advise their delegations to vote against this Bylaw when it came before the Representative Assembly for action. *Margery Alexander* (North Carolina) spoke in favor of the change.

LORD AND TAYLOR AWARD: *Agnes Samuelson* (Iowa), retiring director of American Education Week, told the Board of Directors of the privilege she had of accepting the \$1000 award given to the Teachers of America for their efforts in teaching human values to boys and girls. She mentioned the value of such publicity to teachers of America in this time of unremitting attack upon our system of public education and urged that serious consideration be given to the best possible use of such an award. At the conclusion of her remarks, it was moved by *Andrew D. Holt*, (Tennessee) and seconded by *Willis A. Sutton* (Georgia) that the Board of Directors request the Executive Committee to assume the responsibility for deciding how the Lord and Taylor Award money should be spent. Unanimously carried.

NEA MOTION PICTURE PROJECT: *Lyle W. Ashby*, assistant secretary for Professional Relations, reported that another in the series of cooperative motion pictures was completely to follow last year's picture, "Secure the Blessings." This one is called "What Greater Gift?" and deals with the problems a young girl faces in making her decision to enter the teaching profession. It will be shown to the Representative Assembly on Wednesday. A third picture in this series is in process called tentatively "Skippy and the Three R's." This is expected to be ready for showing at next year's convention.

AFFILIATION OF STATE NEGRO TEACHERS ASSOCIATIONS: *Executive Secretary Givens* reported that in accordance with the interpretation of the Bylaws last year which permitted affiliation of two state associations in those states where all teachers were not permitted to belong to one organization, the 15 affected Negro Teacher Associations had accepted the invitation of the NEA to make such affiliation on a one-year trial basis. The relationship has proven most satisfactory and was felt to be mutually beneficial. The Executive Committee will take action on continuing the affiliation on July 5. It is the recommendation of *Executive Secretary Givens*, that until the day arrives when all teachers are eligible to belong to one state association, the present form of relationship be continued.

ADULT EDUCATION ASSOCIATION: Until this year there has been a division of forces in the field of adult education. One segment, the American Association for Adult Education, was a Carnegie sponsored organization. It has long been the desire of the NEA Department of Adult Education to amalgamate these forces. Thru the efforts of *Leland P. Bradford* this has finally been accomplished and the Adult Education Association of the United States has been formed. The NEA itself will continue to carry a Division of Adult Education within its organization, but the new Adult Education Association has requested that a joint committee of the NEA and the AEA be formed on the pattern of other joint committees within the NEA. Following this presentation, it was moved by *Frank Bass* (Tennessee) and seconded by *H. C. Roberson* (Ohio) that there be established a joint committee of the NEA and the Adult Education Association. Unanimously carried.

OVERSEAS TEACHER RELIEF FUND: *William G. Carr*, associate secretary, informed the Board of Directors that it is now possible to send CARE packages to teachers in Korea and that unless there is a change in the situation reactivation of the collection of funds will be begun about January 1953.

COMMITTEE AND COMMISSION REPORTS: *Lyle W. Ashby*, assistant secretary for Professional Relations, referred to the Summary of Reports which had been given to all members of the Board of Directors.

CENTENNIAL ACTION PROGRAM REPORT: *Corma Mowrey* (West Virginia), junior pastpresident of the NEA and chairman of the CAP Conference at St. Mary's Lake, gave a brief review of the conference which resulted in the crystallization of numerous recommendations for further study by many facets of the NEA. A report of these findings is to be distributed to members of the Representative Assembly when the report of the CAP is given to the delegates. It was felt by all persons present at the CAP Conference that it was a highly successful and bene-

ficial mode of approach to NEA problems and it was recommended that such conferences be continued. Following *Miss Mowrey's* report, it was moved by *Andrew D. Holt* (Tennessee) and seconded by *Margaret Boyd* (Ohio) that the Board of Directors ask the Executive Committee to make a study of the recommendations of the CAP Conference held at St. Mary's Lake June 24-27, 1952. Unanimously carried.

PROPOSAL TO CHANGE NAME OF THE DEPARTMENT OF HIGHER EDUCATION: *Executive Secretary Givens* explained that the request to change the name of this department developed because of a rather widespread misconception among members of higher education concerning the connotation of the word "department" within the NEA. To resolve this difficulty, it was moved by *Fred M. Hunter* (Oregon) and seconded by *Mabel Studebaker* (Pennsylvania) that the name of the Department of Higher Education of the NEA be changed to "Association for Higher Education, a department of the NEA." Motion unanimously carried.

FUNDS TO STATE JOURNALS: *Executive Secretary Givens* explained that several years ago some protests were registered by state journal editors to the effect that *NEA Journal* advertising interfered with state journal advertising. In an effort to remedy this situation, a policy was adopted to share some of the proceeds of *NEA Journal* advertising with the states. It has proved to be a very desirable arrangement. Therefore, it was moved by *Charl O. Williams* (District of Columbia) and seconded by *Mrs. Willie Cassell Ray* (Kentucky) that the policy of distributing advertising funds from the *NEA Journal* to state journals in accordance with the established formula be continued. Motion carried.

RELATIONSHIPS WITH THE AMERICAN LEGION: The unfortunate incident of the publishing of the article in the *American Legion Magazine*, "Your Child Is Their Target," which attacks public education in general and the NEA in particular, was discussed.

ATTACKS ON THE PUBLIC SCHOOLS: *Executive Secretary Givens* reviewed the situation briefly and commented on the limelight now being accorded the Unesco. He pointed out that when he had gone before that organization not too long ago with the problem of the attack upon public schools he had been told that that was really outside the realm of Unesco. Now Unesco unfortunately has been forced to realize the kinship between the two bodies.

AMERICAN EDUCATION WEEK: *Ivan A. Booker*, who will assume direction of AEW upon the retirement of *Agnes Samuelson*, informed the Board that the program will go forward in much the same manner as it has so successfully in the past. He pointed out that the policies of AEW are not necessarily confined to one week in the year, but it is a public relations program, that while it has its peak of activity in the week embracing Armistice Day it is a year-round program.

ANNUAL REPORT OF THE PROFESSION TO THE PUBLIC: *Executive Secretary Givens* reported that work is going forward rapidly in the preparation of this annual report, the title of which this year is to be "The Place of the Public School in Our Democratic Form of Government," a subject of major importance to him and one with which he is pleased to close out his years of service as executive secretary of the NEA.

PROPOSAL FOR ESTABLISHMENT OF WILLARD E. GIVENS TROPHY: In recognition of his long years of service to education and to the NEA, *S. David Stoney* (South Carolina) suggested to the Board of Directors the following proposal for the establishment of a Willard E. Givens Trophy: That this be awarded annually to the state whose headquarters at the NEA's summer meeting most nearly represents the spirit of a united profession for which *Mr. Givens* has worked so brilliantly and energetically to build while executive secretary of the NEA. The details, to be worked out more fully by a four-man committee composed of three state directors and one NEA staff member, would be based upon the following requirements:

Trophy—to be cup or banner, paid for by the NEA with winning state's name engraved on trophy. When all available space is used up, the trophy to become the property of the NEA.

Awarded—at closing session of the convention each year, to be on display and

in possession of winning state from time of award to the day before last session of the next convention.

Committee (for judging)—director (if two directors from a state, draw lots for membership on committee), state secretary, two representatives drawn at random from delegates, and staff members from the NEA.

Eligibility—state winning one year not eligible the next year. State where summer meeting is held, not eligible. The secretary and director on committee after the first year to come from the preceding winning state. Elaborateness and expensive displays not necessary; idea to emphasize professional spirit and de-emphasize commercial aspects.

After his presentation, *S. David Stoney* (South Carolina) moved the adoption of the outlined proposal, and it was seconded by *Ruth Moore* (Washington). Unanimously carried. Three directors were then named by *President Miller*: *Margaret Boyd* (Ohio), *Ruth Moore* (Washington), *S. David Stoney* (South Carolina), chairman, and *Karl H. Berns* for the headquarters staff to work out the details of the project.

Upon motion duly made and seconded, the meeting was adjourned.

WILLARD E. GIVENS, *Executive Secretary*
J. CLOYD MILLER, *President*

Saturday, July 5, 1952

The newly elected Board of Directors held a breakfast meeting at 7:30 A.M. in the Hotel Statler, Detroit.

J. Cloyd Miller, junior pastpresident, presented *Mrs. Sarah C. Caldwell*, newly elected president, who extended greetings to the Board of Directors. *President Caldwell* then presented *David H. Stewart*, first vicepresident.

Roll call resulted in responses from the following newly elected members and those elected to succeed themselves as well as from those who were present at the Monday meeting: *Winona Montgomery* (Arizona), *Hoyte R. Pyle* (Arkansas), *David Conley* (California), *Glenn W. Moon* (Connecticut), District of Columbia—absent, *Mrs. Palmer Petteway* (Florida), *James R. McDonough* (Hawaii), *Joe L. Gettys* (Iowa), Louisiana—absent, *Clinton Thurlow* (Maine), *L. P. Davis* for *H. V. Cooper* (Mississippi), *Oliver W. Peterson* (Montana), *Albert Seeliger* (Nevada), *Mabel McKelvey* (New Hampshire), *Lena M. Porreca* (New Jersey), *J. P. Steiner* (New Mexico), *David E. Temple* (Oklahoma), *W. R. Gongwer* substitute for *H. C. Roberson* (Ohio), *Margaret Perry* (Oregon), *David H. Stewart* (Pennsylvania), *V. L. Hershey* (South Dakota), *A. D. Holt* (Tennessee), *Dana Williams* (Texas), *J. Alden Vanderpool* (Washington), *Mrs. Nan Temple Davis* (West Virginia), *Velma Linford* (Wyoming). All other states were represented by their directors. Ex-officio members present were: *Mrs. Sarah C. Caldwell*, president; *David H. Stewart*, first vicepresident; *Gertrude E. McComb*, treasurer; *A. C. Flora*, chairman, Board of Trustees.

The following pastpresidents were present: *Cornelia S. Adair* (Virginia), *Fred M. Hunter* (Oregon), *Agnes Samuelson* (Iowa), *Henry Lester Smith* (Indiana), *Willis A. Sutton* (Georgia), *Charl O. Williams* (District of Columbia).

ACTION ON SUBSTITUTES: It was moved by *L. V. Phillips* (Indiana) and seconded by *Mary DeLong* (Virginia) that the substitute directors be seated. Unanimously carried.

APPOINTMENT OF TELLERS: *President Caldwell* appointed the following persons as tellers: *Donald V. Lawvere* (Alaska), chairman; *Dana Williams* (Texas), *Mabel M. McKelvey* (New Hampshire), *John P. Steiner* (New Mexico) and *Marie R. Howard* (Rhode Island).

CONSIDERATION OF HOST CITIES FOR 1953: *Karl H. Berns*, assistant secretary for Business, reviewed the salient facts concerning prospective host cities for 1953. *Mr. Berns* stated that invitations are on hand from the following cities: Atlantic City, Cleveland, Miami, Miami Beach, and New York.

Information was given to the Board of Directors concerning convention facilities

in each of the prospective host cities. This information covered the following points: (a) hotel facilities both from the standpoint of guest accommodations and public meeting space; (b) public space in convention halls, auditoriums, or armories; (c) prices of meals and guest rooms; (d) possibility of NEA membership recruitment.

Some specific information was given to the members of the Board of Directors concerning invitations from Miami and Miami Beach respectively. It was pointed out that at the San Francisco meeting of the NEA Board of Directors there was a preferential vote of four to one in favor of Miami, with the provision that further investigation would be made by the Business Office and reported to the Executive Committee. These investigations were undertaken by the executive secretary and the assistant secretary for Business. The information was given to the Board of Directors that it would not be possible to assure equal facilities to all delegates at an NEA meeting in Miami. It was further pointed out that the invitation from the Florida Education Association was from Miami and not from Miami Beach.

Further information was given to the Board of Directors concerning convention facilities in Miami Beach, which were considered quite adequate. The convention manager who was present assured the Board that courteous treatment would be extended to all delegates.

In connection with the consideration of prospective host cities for 1953 it was called to the attention of the Board of Directors that it was quite necessary at this time for some consideration to be given to the host city site for 1954.

The following motion was made by *James A. Cullen* (New York) and seconded by *Oliver W. Peterson* (Montana) that the host city invitations be received directly from the various sponsors of such invitations and that each presentation be limited to a total of 15 minutes.

Executive Secretary Givens read an excerpt from the report of the joint committee of the NEA and the American Teachers Association by *Mary Williams* (West Virginia), chairman:

Since the NEA Representative Assembly at Boston in 1949, and at St. Louis in 1950, agreed upon the policy to hold its annual meeting only in cities where every NEA delegate could have equality of accommodation; and, as the NEA occupies a position of world leadership with pronounced policies as to democracy and as to wholesome recognition of the personality of every individual; and, since the NEA-ATA Joint Committee, thru a communication to the NEA Board of Directors at San Francisco last July, and thru its annual meeting last December, made its appeal that the NEA choose a convention city where every delegate would have full accommodations without embarrassment; the NEA-ATA Joint Committee discussion group, in session Thursday afternoon, July 3, 1952, recommends that the NEA Board of Directors choose for the 1953 Representative Assembly a city where there can be assured equality in all accommodations so that the democratic philosophy and policy of the NEA can be consistently forwarded.

President Caldwell called upon the state directors to present persons representing the host cities.

James A. Cullen (New York) spoke on behalf of New York City as a prospective host city for 1953 and presented the following persons who also spoke on behalf of the city of New York: *Louis Wilson*, commissioner of education of the state of New York; *Herbert Landry*, representing *Superintendent of Schools Jansen* of New York City; *Bernard Donovan*, representing the New York Teachers Organizations; *Edith Garthe*, representing the New York State Teachers Association; and *Mr. Sherry*, representing the New York City Convention Bureau.

Lena M. Porreca (New Jersey) spoke on behalf of the New Jersey Education Association as heartily favoring Atlantic City as the host city for 1953 or 1954. *Miss Porreca* presented *Fred Hipp*, executive secretary of the New Jersey Education Association; and *Al Skean*, director of the Atlantic City Convention Bureau.

Margaret Boyd (Ohio) spoke on behalf of the teachers of the state of Ohio in inviting the 1953 meeting to Cleveland and as a tribute and honor to *President Caldwell*. *Miss Boyd* presented *Mr. Schaal* of the Cleveland Teachers Association

who spoke on behalf of *Superintendent Mark C. Schinnerer*. *Miss Boyd* also presented *Mr. Brennan* of the Cleveland Convention Bureau and *Mr. Gongwer*, president of the Classroom Teachers Association of Ohio.

Mrs. Palmer Petteway (Florida) presented *Tom Smith*, director of the Convention Bureau of Miami Beach.

Following the presentations, the matter of the host site for 1953 was opened for discussion by the *President*. Several members of the Board of Directors presented the viewpoint of members of their delegations concerning the 1953 host city possibilities. Following a period of considerable discussion concerning the various points relative to the host city invitations for 1953, it was moved by *Oliver W. Peterson* (Montana) and seconded by *David Conley* (California) that a ballot be taken on the invitations from the five prospective host cities.

Since a majority vote was not cast on the first or second ballots, a third ballot was taken resulting in a majority vote for Miami Beach.

Mrs. Palmer Petteway (Florida) assured members of the Board of Directors of the full cooperation of the teachers of Florida.

CONSIDERATION OF HOST CITIES FOR 1954: At the request of *President Caldwell*, *Karl H. Berns*, assistant secretary for Business, outlined for members of the Board of Directors possibilities in general open to the NEA as far as host city sites for 1954 are concerned.

James A. Cullen (New York) moved that the Board of Directors go on record as tentatively approving New York as the host city site for 1954. Motion seconded by *Willis A. Sutton* (Georgia). In the discussion which followed, *Lena M. Porreca* (New Jersey) again spoke on behalf of the New Jersey Education Association that the 1954 meeting go to Atlantic City and reminded the Board of Directors that the original invitation was extended for 1953 or 1954. Considerable discussion ensued regarding both New York City and Atlantic City as 1954 convention sites. With the unanimous consent of the Board of Directors a ballot was taken with the following results: 51 votes cast (Atlantic City—13, New York—38).

ELECTION OF ONE MEMBER ON THE EXECUTIVE COMMITTEE: It was moved by *Frank Bass* (Tennessee) and duly seconded that *S. David Stoney* (South Carolina) be nominated to the Executive Committee.

It was moved by *W. R. Gongwer* (Ohio) and seconded by *Marie R. Howard* (Rhode Island) that *Everett J. McIntosh* (Massachusetts) be nominated to the Executive Committee.

A ballot was taken and *Donald V. Lawvere* (Alaska), chairman of the Tellers, reported that *S. David Stoney* was elected.

A motion was made by *Everett J. McIntosh* (Massachusetts), seconded and carried that the vote be made unanimous.

ELECTION OF ONE MEMBER OF THE BUDGET COMMITTEE: It was moved by *Myrtle Hembree* (Texas) and seconded by *Margaret Boyd* (Ohio) that *Glenn W. Moon* (Connecticut) be nominated to the Budget Committee.

It was moved by *Willis A. Sutton* (Georgia) that *Mr. Moon* be approved as a member of the Budget Committee, by acclamation. Unanimously carried.

At this point, *Cornelia S. Adair* (Virginia) asked the privilege of paying a special tribute to *Everett J. McIntosh* (Massachusetts) for his untiring efforts as the chairman of the Budget Committee.

ELECTION OF ONE MEMBER ON THE BOARD OF TRUSTEES: It was moved by *Louese Phillips* (Missouri) and seconded by *Carl E. Aschenbrenner* (Oregon) that *Corma Mowrey* (West Virginia) be nominated to the Board of Trustees. Further seconds were made by *Mrs. Nan Temple Davis* (West Virginia), *Mrs. Mary Noecker* (Michigan), *Margaret Boyd* (Ohio), and *Charl O. Williams* (District of Columbia).

It was moved by *John Lester Buford* (Illinois) and seconded by *James R. McDonough* (Hawaii) that *L. V. Phillips* (Indiana) be nominated on the Board of Trustees. A further second was made by *H. R. Pyle* (Arkansas).

A ballot was taken and *Donald V. Lawvere* (Alaska), chairman of the Tellers, reported the election of *Corma Mowrey* as a member of the Board of Trustees.

A motion was made by *L. V. Phillips* (Indiana), seconded by *John Lester Buford* (Illinois) that the vote be made unanimous. Carried.

APPROVAL OF FUNDS TO MEET EXPENSES FOR THE ENSUING YEAR: It was moved by *Harvey E. Gayman* (Pennsylvania) and seconded by *Chester O. Marshall* (Nebraska), that the Board of Directors appropriate funds to meet the budget for the ensuing year. Unanimously carried.

GREETINGS TO H. C. ROBERSON: It was moved by *Margaret Boyd* (Ohio) and seconded by *Charl O. Williams* (District of Columbia) that greetings and flowers be sent to *H. C. Roberson* (Ohio), who was taken ill during the meeting in Detroit. Unanimously carried.

PROPOSAL FOR ESTABLISHING A WILLARD E. GIVENS TROPHY: *S. David Stoney* (South Carolina), chairman of the Committee, reported on behalf of the following Committee members: *Ruth L. Moore* (Washington), *Margaret Boyd* (Ohio), and *Karl H. Berns* (representing the NEA staff):

The committee recommends that a trophy be awarded annually to the state whose headquarters at NEA's summer meeting most nearly presents the educational progress and professional achievement, within the state, in a spirit typical of the brilliant and energetic work of *Willard E. Givens*, while executive secretary of the NEA.

This trophy should be a silver bowl to be paid for from the Board of Directors funds; cost not to exceed \$300. The winning state's name would be engraved on the trophy—when available space is used up, the trophy becomes the property of the NEA.

A planning committee should be appointed to draw up definite criteria setting up standards for judging exhibits. Three phases of education would be included: instructional, professional and commercial; elaborate and expensive displays not necessary.

The trophy would be awarded at the closing session of the convention each year and would be on display and in possession of the winning state from time of the award to the day before the last session of the next convention.

To make the first award in 1953, a committee of five would be selected, chosen as follows: (a) Draw the name of a state director, (b) Draw the name of a state executive secretary (from a different state), (c) Draw the name of two other states and let states name or draw one representative each, (d) A representative from the Business Office of the NEA.

Thereafter the director (if more than one from a state they will draw lots) and executive secretary from the winning state will serve with two representatives from different states and the representatives from the Business Office as the committee to award trophy. No state may win trophy more than twice in five years.

If the Board approves the above plan, the committee further recommends that the same group or a similar committee be appointed to put the plan into operation by purchasing the trophy, determining the criteria for judging state exhibits, and assisting with publicity. It should make a report at the first Board of Directors meeting in 1953 and then be dissolved.

It was moved by *Charl O. Williams* (District of Columbia) and seconded by *Helen K. Ryan* (Illinois) that the report be received with approval. Unanimously carried. It was moved by *Willis A. Sutton* (Georgia) and *Charl O. Williams* (District of Columbia) that the committee personnel remain intact and that the committee continue working on the implementation of the plan with instructions to make a report to the Board of Directors in 1953. Unanimously carried.

PUERTO RICO: *President Caldwell* suggested to the members of the Board of Directors that the members of the Board contact *Jose Rivera* (Puerto Rico) following the meeting in Detroit concerning the many fine gestures of friendship extended by the Puerto Rican delegation during the Detroit meeting. It was moved by *Charl O. Williams* (District of Columbia) and seconded by *Willis A. Sutton* (Georgia) that an official letter of appreciation from the Board be sent to the Puerto Rican Education Association as well as individual letters from members of the Board. This point prompted *Cornelia S. Adair* (Virginia) to call attention to the many fine gestures of friendship received from the Hawaiian delegation. *Executive Secretary Givens* assured members of the Board that within the next few

months he and *Mrs. Givens* would be glad to deliver personally to the Hawaiian Education Association the greetings of the Board of Directors of the NEA.

ATTACKS ON SCHOOLS: It was moved by *Fred M. Hunter* (Oregon) and seconded by *Willis A. Sutton* (Georgia) and *Charl O. Williams* (District of Columbia) that the Board of Directors hold as their opinion the fact that the Executive Committee, in cooperation with the Defense Commission would be justified in spending up to \$50,000 over and above the budget for the purpose of directing a policy of answering attacks on the schools. The motion was unanimously carried.

LIVING EXPENSES OF THE COMMITTEE ON RESOLUTIONS: It was moved by *Marie R. Howard* (Rhode Island) and seconded by *Mary DeLong* (Virginia) that expenses of the Core Committee on Resolutions (three persons) should include *maintenance and transportation*. Carried.

MEETINGS OF THE BOARD OF DIRECTORS: There was considerable discussion concerning meetings of the Board of Directors. It was emphatically stated by several state directors that it was the opinion of their delegations that in order to further the work of the National Education Association on a statewide basis, periodic meetings of the Board of Directors are necessary for the purpose of orientation and evaluation. It was further pointed out that such a meeting is particularly desirable in the fall of 1952 so that the Board of Directors will have an opportunity to work out an ongoing and forward-looking program with the new executive secretary. It was further pointed out that not only is such a meeting necessary for the purpose of eventually disseminating NEA programs and activities on a statewide level, but it was equally desirable thru such a meeting to bring to the headquarters office of the NEA pertinent information and facts concerning statewide programs and problems.

As to the time of such a meeting, the Board of Directors made no specific suggestions except to agree that the last part of August and the early part of September would be particularly inconvenient.

It was moved by *John Lester Buford* (Illinois) and seconded by *Harry F. Frank* (Maryland) that there be arranged a meeting of the Board of Directors for the purpose of evaluation and information and orientation during the fall of 1952. Unanimously carried.

POLITICAL CONVENTIONS: *Executive Secretary Givens* gave the following information to the Board of Directors. At the Republican Convention, the following persons would present the educational plank in the Republican platform: *Lee Thurston*, state superintendent of Public Instruction, Michigan; *Vernon Nichols*, state superintendent of Public Instruction, Illinois.

At the Democratic Convention, the following persons would present the educational plank in the Democratic platform: *Clyde Erwin*, state superintendent of Public Instruction, North Carolina; *Frank Bass*, executive secretary of the Tennessee Education Association.

REINSTATEMENT OF DIRECTORS: It was moved by *Mary DeLong* (Virginia) and seconded by *Willis A. Sutton* (Georgia) that the directors be reinstated. Unanimously carried.

WILLARD E. GIVENS, *Executive Secretary*
SARAH C. CALDWELL, *President*

MINUTES OF THE MEETINGS OF THE EXECUTIVE COMMITTEE

WASHINGTON, D. C.

October 6, 7, and 8, 1951

THE Executive Committee of the NEA convened at 2:00 P.M. at NEA headquarters in joint session with the Board of Trustees for the purpose of discussing the amendment to the NEA Bylaws proposed at San Francisco and to be acted upon at Detroit as it might affect the responsibility of the Board of

Trustees in the selection of an executive secretary. *Willard E. Givens* was reelected as executive secretary for a period beginning January 1, 1951, to August 1, 1952, at a meeting of the Board of Trustees in St. Louis on July 8, 1950. Members of the Executive Committee present were *J. Cloyd Miller*, president; *Mrs. Sarah C. Caldwell*, first vicepresident; *Corma Mowrey*, junior pastpresident; *Gertrude McComb*, treasurer; *Vincent Dodge*, *Mrs. Ruth M. Evans*, *A. C. Flora*, *Harvey Gayman*, *Robert C. Gillingham*, *L. V. Phillips* and *Martha Shull*. Members of the Board of Trustees present were: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *H. A. Allan*, *Mabel Studebaker* and *President Miller*. *Harriett M. Chase*, chief assistant to the secretary, was present.

The meeting was called to order by *President Miller* who called upon *A. C. Flora*, chairman of the Board of Trustees. In his statement *Chairman Flora* referred to the duties and responsibilities of the Board of Trustees as set up in the Charter, the important ones being the management of the permanent fund and the other, the election of the secretary of the Association. The Committee on Reorganization in 1935 asked for and secured the unanimous consent of the Representative Assembly to have the word "secretary" changed to "executive secretary" wherever it appeared in the Charter and Bylaws. When the Charter was amended in 1937 the instructions of the Representative Assembly on this point were overlooked, so that altho the word "secretary" has remained in the Charter and "executive secretary" in the Bylaws, the reference has been to one administrative officer. Because there has been some question as to whether the Board of Trustees should proceed to select a secretary until after the Detroit meeting, the Board came to seek the counsel of the Executive Committee. Reference was made to the unanimous action of the Board of Directors on September 1, 1951, urging the Board of Trustees "to spare neither time, money, nor effort in combing the country in order to find the most suitable person possible to become the most worthy successor of our most worthy incumbent" when *Dr. Willard E. Givens* retires in 1952. After much careful deliberation and discussion a motion was made by *Mr. Phillips*, seconded by *Miss Mowrey* and carried unanimously, that the Executive Committee recommends that the Board of Trustees proceed under its present authority to select the secretary and enter into a contract with him in keeping with the action of the Board of Directors. *Chairman Flora* expressed the appreciation of the Board for the consideration and counsel of the Executive Committee on this extremely important matter. *President Miller* thanked the Trustees for the opportunity to consider the problem with them. The joint session adjourned and the Executive Committee began its deliberations. *Executive Secretary Givens*, *Karl H. Berns*, assistant secretary for Business; *Lyle W. Ashby*, assistant secretary for Professional Relations joined the Committee. *Associate Secretary William G. Carr*, and *Glenn Snow*, assistant secretary for Lay Relations, were present at various times during the meetings.

MINUTES OF THE SAN FRANCISCO MEETINGS: The minutes of the San Francisco meeting were approved upon motion by *Mrs. Evans*, seconded by *Mr. Gillingham* and carried.

REPORT OF ASSISTANT SECRETARY BERNs: *Mr. Berns* reported on the financial outlook of the NEA. He stated that during the first three months of the fiscal year 1951-52 the expenditures of the Association were approximately \$78,000 more than for the first three months of the preceding year and that the trend of expenditures is greater than the anticipated income. Some of the factors contributing to these increases were the added cost of holding a convention on the West Coast plus high costs in San Francisco (San Francisco convention expenses will be approximately \$35,000 more than St. Louis), increased costs of items such as office materials and putting into effect a new salary schedule. The budget adopted at San Francisco will be in serious condition unless there is at least a membership gain of 35,000 members. The Linwood Hotel Corporation continues to show a substantial profit.

Mr. Berns mentioned a proposal made by the local YWCA to lease a portion

of Nanjemoy for the purpose of erecting buildings for a YWCA camp. The Board of Trustees has the proposal under consideration.

REPORT ON CONVENTION CITIES FOR 1953: *Mr. Berns* spoke of new developments since the San Francisco meeting in that Miami Beach has invited the 1953 convention to meet there and has promised no discrimination in the housing of Negro delegates. Miami, which received a substantial majority preferential vote of the Board of Directors in San Francisco, has not given complete assurance of no discrimination. In this connection, *Executive Secretary Givens* read a letter from *Willard Spalding* of the University of Illinois, with reference to the Bylaw on the selection of the convention city and a resolution from the National Commission for the Defense of Democracy thru Education regarding the clarification of the Bylaw. The Executive Committee asked *Mr. Berns* to study the situation at Miami Beach very carefully and be prepared to give a report at the next meeting.

SUGGESTED CHANGES IN ELECTION PROCEDURES: At the San Francisco convention information regarding the progress of the voting was divulged to some of the candidates concerned. This led to a suggestion for some changes in election procedures. Certain proposals were before the Board of Directors at the meeting August 30, 31 and September 1, 1951, but no action was taken. These proposals, which appear in the minutes of the Board of Directors, were discussed. A motion was made by *Mr. Flora*, seconded by *Mrs. Caldwell* and carried, that no change be made in Rule 1 but that Rule 13 be changed to read as follows:

13. Immediately following the official count, the results of the election shall be posted at the voting booths. Members of the committee must not divulge the progress of the balloting to anyone outside of the committee previous to the posting of the results at the polling places.

APPROPRIATIONS TO COMMITTEES AND DEPARTMENTS: The following allocation of funds to committees and departments was made upon motion by *Miss Mowrey*, seconded by *Miss McComb* and carried:

- 1. That a ceiling of \$25,000 be placed on the International Relations Committee.
- 2. That a ceiling of \$10,000 be placed on the expenditures for the Citizenship Committee.
- 3. That the National Council on Teacher Retirement be granted the sum of \$400.

ALLOCATION TO DEPARTMENTS OF THE NATIONAL EDUCATION ASSOCIATION

Administrative Women	\$1,000.00
Business Education	5,000.00
Kindergarten-Primary Education	500.00
Art Education	1,500.00
Science Instruction	6,000.00
Audio-Visual Instruction	1,000.00
Rural Education	2,500.00
Industrial Arts	400.00
Music Educators	2,750.00
Home Economics	700.00
International Council for Exceptional Children.....	6,000.00
Secondary Teachers	500.00
Vocational Education	200.00
	<hr/>
For Later Distribution by Executive Committee.....	1,950.00
	<hr/>
	\$30,000.00

NEA MEMBERSHIP IN PUERTO RICO: *Mr. Berns* reviewed briefly the NEA membership record in Puerto Rico. For years, it was under 200 members. In 1949 *President Studebaker* visited the island and took part in many meetings. In 1950,

Assistant Secretary Berns participated in the annual convention of the Puerto Rico Education Association. In 1951, *President Mowrey* addressed the annual convention. Seven official delegates and one alternate from Puerto Rico attended the San Francisco convention. In August 1951, an island-wide broadcast involving fourteen radio stations was made, appealing to all Puerto Rican teachers to join the NEA, the Puerto Rico Teachers Association, the Health Insurance Program and the Teachers Cooperative. In the meantime, *Commissioner Villaranga* secured legislative authority to withhold \$6 per month from salaries for membership dues. More than 6000 teachers signed agreements to such withholding of membership dues. This action means a withholding of \$72 per year for membership dues from salaries averaging \$1600 per year! *Mr. Jose Joaquin Rivera*, executive secretary of the Puerto Rico Education Association, and state NEA director for Puerto Rico, while attending the meeting of the Board of Directors in August, asked that a subsidy be returned to Puerto Rico in the amount of \$2 per member for one year only. This was in line with adjustments made in all-inclusive membership states at the time of the increase in NEA membership dues from \$3 to \$5. The following resolution was adopted upon motion by *Mr. Gayman*, seconded by *Mr. Phillips* and carried unanimously:

Whereas the Puerto Rico Teachers Association is now engaged in an all-out effort to secure 100% enrolment in Local, Puerto Rico and National Associations, and

Whereas the teachers of Puerto Rico have agreed to a withholding of \$6 per month from their salaries for dues in their Local, Puerto Rico Teachers Association, National Education Association, Health Service, and Credit Union,

Be it Resolved that the National Education Association refund to the Puerto Rico Teachers Association the sum of \$2 per member for the membership year 1951-52, for the purpose of promoting the work of the National Education Association in Puerto Rico.

This resolution is in line with the adjustments which were made with the several states having unified dues at the time that the NEA membership dues were increased from \$3 to \$5.

It is understood that this resolution would be effective for one year only.

ADDITIONAL APPROPRIATIONS: *Mr. Berns* recommended that a transfer of \$9000 from the Reserve and Contingency Fund to the budget of the Division of Publications be made in order to implement the Centennial Action Program of which *Mr. Morgan* is chairman of a staff committee. A motion approving the recommendation was made by *Mr. Phillips*, seconded by *Miss McComb* and carried. In giving added services to local associations by the employment of a consultant in this area and by the employment of a fulltime Negro staff member to work with Negro teachers which call for much additional travel, it was recommended that permission be given to exceed the travel item in the budget of the Membership Division. A motion was made by *Mr. Phillips*, seconded by *Mr. Dodge* and carried, giving this permission. It was understood that a definite amount for this purpose would be recommended at the next meeting of the Executive Committee.

REPORT OF ASSISTANT SECRETARY ASHBY: *Mr. Ashby* outlined some of his activities as follows: (a) work with committees, commissions and departments, the Mid-Century National Commission on Children and Youth, with staff committees on CAP, professional relations, production of motion pictures; (b) field work; (c) plans for Detroit Convention which include a possible preconvention or post-convention meeting of a selected group to study standards and classes of affiliations and a three-day leadership conference; (d) continued work with subcommittee of the Executive Committee on the revision of the Bylaws; (e) work with *Miss Titus* in connection with local associations and with *Mr. Kendrix* in his activities with Negro groups; (f) a study of the ratio of committee and commission appointments as requested by Board of Directors; (g) additional work with *Executive Secretary Givens* on the request to the Ford Foundation; (h) while the first experimental regional conference was highly successful, due to the fact that the AASA will have three regional meetings this year, all of which will deal

with instruction, it seems best not to plan another one this year but to consider one again at a future time. Several conferences will be held this year by state and local associations patterned after the Toledo Conference.

REPORT OF ASSISTANT SECRETARY SNOW: *Mr. Snow* emphasized the great need for the cooperation of all interested groups in combating the attacks on the schools. The attackers follow very similar patterns in their methods. The weaknesses of their attacks are disclosed whenever they are confronted by the true facts and refuse to change their views. Such organizations as the NCPT, National School Boards Association, Chief State School Officers and the Citizens National Commission for the Public Schools, are strong allies. Reference was made to the resolution adopted by the AMA, which has always worked closely with the NEA, having had a joint committee for years. After attention was called to the officers and leaders in the AMA, they plan to reconsider their action as soon as possible. *Mr. Snow* referred to the smear campaign against many prominent protestant ministers. Members of the staff committee will keep contacts with national organizations and supply them with helpful material. Local and state associations are urged to work with similar groups in order to keep our friends constantly informed. There must be a personal, continuing program of relationships with national lay groups. Mention was made, too, of the propaganda films on the subject of economics known as the Harding Films produced thru money from the Sloan Foundation.

The meeting adjourned at 10:00 P.M.

Sunday, October 7, 1951

The meeting was called to order by *President Miller* at 9:30 A.M. All members were present.

A subcommittee of the Legislative Commission, consisting of the chairman *Robert Wyatt*, *Frank Bass* and *David Stewart*, was present to confer with the Executive Committee with respect to (a) the general manpower situation; (b) preparation for federal legislation; and (c) the situation as related to church and state as it affects federal legislation. *Mr. Wyatt* called upon *James McCaskill*, director of the Division of Legislation and Federal Relations to discuss two of the major problems facing education now. *Mr. McCaskill* reviewed the military manpower situation. There seems little likelihood that Universal Military Training will pass in the near future. The military experts will possibly ask for a lowering of the draft age, an increase in the length of service, and a reduction in occupational deferments. Pressures will develop to take teachers from the classroom and to make it difficult to secure beginning teachers. There is also developing a shortage of manpower for other employment. There is every reason to believe that we will have a great teacher shortage within the next few years.

The second problem discussed by *Mr. McCaskill* was that of the lack of facilities for elementary and secondary schools. Nearly a quarter of a million additional classrooms will be needed to house the additional children ten years from now. The building program is far behind present-day needs. Halfday sessions are necessary for millions of children while at least four million of school age are not enrolled at all. In the face of these facts, the national production authorities refuse to look upon the situation as critical in the allocation of critical building materials. Seven hundred and thirty-one school construction projects are halted and approximately 900 new ones are not being undertaken because of lack of steel. Allocations are made quarter by quarter. Each quarter, the amount of steel requested for school building construction is cut far below the real needs. Less than three-fourths of one percent of the annual amount of steel produced is needed for school buildings. The education committees in Congress are being kept informed and will cooperate at the proper time. Ways and means must be found to meet this crisis. *Mr. Wyatt* asked for consideration of the Executive Committee of a pronouncement calling the attention of the people of the country to these problems and the impact upon teacher supply that

the defense and military needs will have. Members of the staff were assigned to prepare a statement on the priorities situation which would be released to the press and which was later presented to the Executive Committee. A motion was made by *Mr. Phillips*, seconded by *Miss Mowrey* and carried, that the statement, with such editorial changes as seemed desirable, be approved and that one on manpower be issued later. In financing the school program, *Mr. Wyatt* expressed the hope that the studies made by *John K. Norton* a few years ago might be brought up-to-date. *Mr. Wyatt* suggested that the commission is not clear with respect to the meaning of the resolution adopted by the San Francisco Representative Assembly on "Public Funds for Public Schools". The matter was discussed at some length. It was thought that the question of scholarships for colleges was not a matter to consider in connection with the San Francisco resolution. This resolution is understood to mean that the Association can support only such legislation as specifies the use of public funds only for public elementary and public secondary tax-supported schools.

REPORT OF ASSOCIATE SECRETARY CARR: *William G. Carr*, associate secretary, reported on the Fifth Delegate Assembly of WOTP at Malta, July 20-26, 1951. The Delegate Assembly approved the Draft Constitution for the World Confederation of Organizations of the Teaching Profession. The NEA delegates were not satisfied with many aspects of the Draft Constitution but were willing to compromise for the sake of unity. The presidents and secretaries of WOTP, IFTA, and FIPESO were authorized to plan the first meeting of the confederation. At this meeting, new officers will be elected. It was suggested that a temporary committee on relations with WOTP be appointed to consider certain problems and to make recommendations. It was suggested that *William Russell*, president of WOTP, and *Margaret Boyd*, chairman of the NEA Committee on International Relations, might be considered on such a committee. A motion was made by *Mr. Flora*, seconded by *Mr. Dodge* and carried, that the President appoint a subcommittee of the Executive Committee to work with *Mr. Russell* and *Miss Boyd*. President Miller named *Miss Mowrey* and *Mrs. Caldwell*. Executive Secretary Givens suggested that President Miller serve as chairman of the committee, to which he agreed.

REACTIVATION OF OVERSEAS-TEACHER RELIEF FUND: *Associate Secretary Carr* reviewed the background leading up to the reactivation of the fund by the Representative Assembly at San Francisco and the decision of the Executive Committee at San Francisco to postpone any drive for funds until after the fall membership drive. *Mr. Carr* made the following recommendations: (a) that the collections under the reactivated Fund be added to any unexpended balance in the old fund; (b) that the existing policies and methods of accounting and supervision of the fund be continued; (c) that the fund be collected and administered by the executive secretary of the NEA with such assistance as he may request from the Executive Committee, the Committee on International Relations and the WOTP. A motion was made by *Mr. Dodge*, seconded by *Mr. Phillips* and carried, that these recommendations be adopted.

UNITED NATIONS EDUCATION SERVICE: *Associate Secretary Carr* reviewed the work of the International Relations Committee and its decision to coordinate its varied services around a central operation. Thus the United Nations Education Service was decided upon and a subscription developed which would supplement the NEA appropriation to the Committee on International Relations. The purpose of the Service would be two-fold: (a) to provide a steady flow of material about international activities for the use of classroom teachers; and (b) to provide an effective voice for education at the headquarters of the United Nations. Costs of printing, etc., have increased and subscriptions have not been as numerous as had been hoped, but it is planned that the Service be started early in 1952.

REPORT ON EDUCATIONAL POLICIES COMMISSION: *Mr. Carr*, secretary of the EPC, enumerated the items the Commission has in progress, one of which is Athletics in the Public Schools. Additional staff will be needed in the preparation of this study and a request was made for permission to request funds from a foundation

or other source for this purpose. A motion was made by *Miss Mowrey*, seconded by *Miss Shull* and carried, that approval of the work by EPC be given in endeavoring to secure financial support from a reputable source.

NOMINEES FOR EPC: A list of nominees for vacancies on the EPC was given each member of the Executive Committee at a previous meeting. At this time, there was discussion as to the individuals whom the NEA Executive Committee would consider. *Executive Secretary Givens* mentioned certain policies which have been observed, i.e., laymen will not be considered, no one will be considered who is now serving on either Executive Committee. It seemed desirable to think of replacing *James B. Conant* with a university president, and *Ruby Anderson* with a classroom teacher. It was believed that the classification of *Ethel Alpenfels* might be filled by another professor in the university field. Agreement was reached upon a list of names which would be presented at the joint meeting with the Executive Committee of AASA upon motion by *Mr. Gillingham*, seconded by *Miss McComb* and carried.

APPOINTMENT OF COMMITTEE ON REVISION OF BYLAWS: *Executive Secretary Givens* recommended the appointment of a subcommittee of the Executive Committee and a member of the Committee on Bylaws and Rules. A motion was made by *Mr. Flora*, seconded by *Miss Shull* and carried, that the *President* appoint the Committee. *President Miller* named *Mr. Gillingham*, chairman, with *Miss Mowrey* and *Mr. Gayman* from the Executive Committee, and *Cathleen Champlin* from the Committee on Bylaws and Rules as members.

The meeting adjourned at 4:30 P. M.

Monday, October 8, 1951

The meeting reconvened at 9:00 A. M. with *President Miller* presiding.

AMERICAN EDUCATION WEEK: A report on American Education Week was given by *Agnes Samuelson*, assistant editor of the *NEA Journal*, and in charge of this project. *Miss Samuelson* referred to the early history and the first observance in 1921. At first, there were three sponsors: the NEA, the American Legion and the Federal Bureau of Education. In 1938, the NCPT became the fourth sponsor. The observance is held annually in November during the week in which Armistice Day occurs. The basic aims have remained unchanged thruout the years. It is a dramatic way to highlight the work of the schools. It is an ideal time to meet attacks on public education. A representative from Canada frequently meets with representatives of the sponsoring organizations to plan for American Education Week. Observance is growing in other countries. There is a Philippine Education Week and a Bavarian Education Week. Each sponsor prepared a leaflet this year. It is truly a cooperative enterprise. How to meet the innumerable requests for free material is a problem, since we try to make American Education Week a self-supporting enterprise.

SCHOOLS FOR OUR TIMES: *Belmont Farley*, director, Press and Radio Division, presented the annual report of the profession to the public, "Schools for Our Times." The first report in this series was prepared in 1944-45. There has been one in each succeeding year. The one this year was particularly timely and has had wide publicity. Thirty-one thousand copies of the 41,500 have been distributed. Suggestions for a title for next year were requested.

REPORT ON TV CHANNELS FOR EDUCATION: *Mr. Farley* stated that requests for channels are being filed. Out of 209 station channels, only two have not been sought. The Joint Committee on Educational Television is delighted with the interest shown by schools and colleges. It is greater than anticipated.

MEMBERSHIP REPORT: *R. B. Marston*, director of the Membership Division, discussed the problems faced in securing additional members. How to interest states which are below 50 percent, more support in large cities, and more interest on the part of superintendents, are problems. The importance of having courses in

professional organization added in teacher training institutions was emphasized. So many beginning teachers have received no information from their Alma Maters on the importance of belonging to their professional organizations.

PROGRESS REPORT ON CENTENNIAL ACTION PROGRAM: *Joy Elmer Morgan*, editor of the *Journal*, is chairman of a staff Committee on CAP. He reviewed the activities undertaken to date. The first step is the adoption of the CAP in principle. Already many state and local associations have done this. Others will be reporting. It is planned to have a directory of local associations which should be of great value to locals. To develop a concept of what local associations should be and do is difficult. One unified local association in each community would be the ideal. The Research Division is preparing a one-page statement on each goal which will give the entire background. There never has been a time when larger membership was more greatly needed.

REPORT ON TRAVEL DIVISION: In the absence of Paul Kinsel, director of the Division of Travel Service, *Robert M. Atwood* reported on the summer tour program which enabled 547 educators to become acquainted with eleven different tour areas including Europe. Three NEA Departments are arranging to cooperate with the Division of Travel Service in sponsoring tours: Health, Physical Education and Recreation; Social Studies; and Classroom Teachers. It is planned to have representatives in a few states on an experimental basis who will be informed on the services offered by the Division. A new service has been arranged for individual travel for teachers who do not prefer group travel. It will include everything offered groups except orientation features.

JOINT MEETING OF THE EXECUTIVE COMMITTEES OF THE NEA AND THE AASA: At 11:00 A. M. the NEA Executive Committee adjourned and reconvened in joint session with the Executive Committee of the American Association of School Administrators. All members of the NEA Executive Committee were present. Members of the AASA Executive Committee present were *Kenneth Oberholtzer*, Denver, Colorado, president; *Warren T. White*, Dallas, Texas, first vicepresident; *Jordan L. Larson*, Mount Vernon, New York, second vicepresident; *H. B. Bruner*, New York University; *Virgil M. Rogers*, Battle Creek, Michigan; and *G. Arthur Stetson*, West Chester, Pa. *Executive Secretary Worth McClure* and *Assistant Secretary Shirley Cooper* were present. *Irby Carruth*, Austin, Texas, was absent. *President Miller* presided. He stated that the first matter of business would be the election of three members to the Educational Policies Commission. He called upon *Executive Secretary Givens* who suggested that according to past policy no one on either Executive Committee would be considered nor would a lay person be considered. Some discussion followed on the second point. A motion was made by *Mr. White*, seconded by *Miss Mowrey* and carried, that in view of the established policy, past procedure be followed. A motion was made by *Mr. Larson*, seconded by *Miss McComb* and carried, that the voting be for three individuals and that those receiving a majority vote be declared elected. It was further agreed that any persons receiving two votes or less be eliminated from further consideration. *President Miller* presented a list of names considered by the NEA Executive Committee. Members of the AASA Executive Committee also presented a list of names to be considered. *President Miller* named *Mr. Larson*, *Mr. Rogers* and *Mr. Dodge* to serve as tellers. First balloting resulted in *Margaret Schowengerdt*, Webster Groves, Missouri, and *Ralph J. Bunche*, director, Trusteeship Department of the United Nations, each receiving a majority of the votes cast. They were declared elected by *President Miller*. Another ballot resulted in *O. C. Aderhold*, president, University of Georgia, receiving a majority vote. *Mr. Aderhold* was declared elected by *President Miller*.

EDUCATION ABROAD: Concern was expressed over the way the educational program is being handled in Germany. Ways to approach the Department of State regarding the matter were discussed. It was left for *Executive Secretary Givens* and *Executive Secretary McClure* to work out.

The meeting adjourned at 12:15 P.M.

At 2:00 P.M. the NEA Executive Committee reconvened and listened to two radio transcriptions prepared for use over local radio stations. "Threshold" dramatizes the teaching of reading in the elementary grades and "The Kindled Spark" is an answer to the charge that our schools are not teaching American history. These were followed by a transcription prepared for use during American Education Week which is a recording by *William G. Carr* on "Moral and Spiritual Values."

REPORT ON NATIONAL TRAINING LABORATORY: In the absence of *Leland P. Bradford*, the report on the National Training Laboratory on Group Development was given by *Gordon Lippitt*, Training Consultant in Human Relations, National Training Laboratory on Group Development. *Mr. Lippitt* described the two laboratories held this year. He stated that work with state association officers in connection with state conventions is a direct result of the state scholarships to the Bethel Conference. *Mr. Lippitt* also stated that the new Adult Education Association will hold its first meeting in Los Angeles on October 22-25. *Mr. Bradford* is a member of the Executive Committee and a staff member to coordinate services of the Committee. *Mr. Luke* is also a member of the Executive Committee and is coordinator of field services. A grant of \$94,000 has been given by the Ford Foundation for one year to start a new magazine designed to serve adult education public school people. The Institute of Mental Health has given a grant of \$30,000 for a research study which is being directed in the Division of Adult Education Service.

MINUTES OF MEETING OF BOARD OF DIRECTORS: *Executive Secretary Givens* briefly outlined the actions of the Board of Directors as recorded in the minutes.

FORD FOUNDATION: *Executive Secretary Givens* stated that there will be a meeting during October at which an opportunity will be given to present NEA projects for which it is hoped grants will eventually be given by the Ford Foundation. A study of how publications can be best used in the field and the United Nations Education Service are two possible projects.

"HIPPOCRATIC OATH" COMMITTEE: The Representative Assembly requested a special committee to explore the possibilities of evolving an oath for the teaching profession. Since the suggestion came from the Ethics Committee, it was suggested that the chairman of that committee be chairman of the special committee. A motion was made by *Mr. Flora*, seconded by *Miss Mowrey* and carried, that the *President* appoint the Committee. *President Miller* named *Grace Campbell*, chairman, with *Walter Englund*, executive secretary, Minnesota Education Association, and *Robert Wayne Clark* of Philadelphia, as other members to work with the entire Ethics Committee.

PERSONNEL RECOMMENDATIONS: *Executive Secretary Givens* reported that each member of the staff has been reclassified and placed on the new schedule effective September 1. A motion was made by *Mr. Flora*, seconded by *Miss Mowrey* and passed officially approving the reclassification and changing from the old to the new classification and salary schedule in accordance with the regulations passed. Several people were appointed to the permanent roll. *Francis H. Horn* was confirmed as executive secretary of the Department of Higher Education.

DUSHANE MEMORIAL DEFENSE FUND: *Executive Secretary Givens* stated that the intensive campaign to raise money for this Fund was terminated on May 31, 1951. However, the staff committee has been continued to finish the campaign and to study deserving cases which may come to its attention from time to time. The Department of Classroom Teachers has a committee which is working in the interests of the Fund. It was the consensus of opinion that interest should be encouraged but that the Overseas Teacher Relief Fund should be the campaign to be publicized this year.

NEXT MEETING: It was agreed that the next meeting of the Executive Committee would be held in St. Louis, Friday and Saturday, February 22 and 23, 1952.

The meeting adjourned at 4:30 P.M.

WILLARD E. GIVENS, *Executive Secretary*
J. CLOYD MILLER, *President*

ST. LOUIS, MISSOURI

February 22 and 23, 1952

THE Executive Committee of the NEA convened at 9:30 A. M. in the Hotel Statler, St. Louis. All members were present: *J. Cloyd Miller*, president; *Mrs. Sarah C. Caldwell*, first vicepresident; *Corma Mowrey*, junior pastpresident; *Gertrude McComb*, treasurer; *A. C. Flora*, chairman, Board of Trustees; *Vincent Dodge*; *Mrs. Ruth M. Evans*; *Harvey Gayman*; *Robert C. Gillingham*; *L. V. Phillips*; and *Martha Shull*. Members of the Board of Trustees present were: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *Harold A. Allan*; and *President Miller*. *Mabel Studebaker* was present the second day. *Willard E. Givens*, executive secretary; *William G. Carr*, associate secretary; *Karl H. Berns*, assistant secretary for Business; *Lyle W. Ashby*, assistant secretary for Professional Relations; *Glenn E. Snow*, assistant secretary for Lay Relations; and *Harriett M. Chase*, chief assistant to the executive secretary, were present.

MINUTES OF THE OCTOBER MEETING: The minutes of the October meeting were approved upon motion by *Mr. Phillips*, seconded by *Miss Mowrey*.

PRESIDENT'S REPORT: *President Miller* stated that he had been occupied with field work—state conventions and other meetings—since the October meeting. One of the most interesting occasions was meeting with the Puerto Rican teachers whom he addressed in Spanish. On very low salaries, the teachers of Puerto Rico have been able to accomplish a great deal. They have a fine headquarters, a good health program and have started to build a hospital.

STATEMENT BY A. C. FLORA: *Mr. Flora* stated that in his many years of close association with the NEA and working in many capacities, there is nothing that has given him more satisfaction, because of the implications for the future, than serving as chairman of the Board of Trustees which has selected the next executive secretary. In speaking of *Executive Secretary Givens*, *Mr. Flora* emphasized the growth, influence and prestige which the Association enjoys as a result of his leadership and of the tremendous record of achievement. In considering the great responsibility of the Board of Trustees in the matter of selecting a new executive secretary, *Mr. Flora* said each member realized it was not a matter of replacing *Willard E. Givens*, but rather the selection of leadership that would achieve great goals during the years immediately ahead. An opportunity was given for many individuals to make recommendations and all were considered carefully and thoroly. The discussion at the several meetings was always in terms of causes, objectives and goals rather than individuals. There was a complete meeting of the minds upon the selection of *William G. Carr*. Each member of the Board believes that *Mr. Carr* has vision, intelligence and the qualities of heart, mind and soul to give able leadership to the million teachers in the years ahead. *Mr. Flora* expressed the hope and belief that the same kind of unity and forthrightness that has prevailed will continue without division in the years ahead.

COMMENDATION OF ACTION OF BOARD OF TRUSTEES: A motion was made by *Miss Mowrey* that the Executive Committee express its deep appreciation and gratitude to the Board of Trustees and to commend that body for its choice of the executive secretary of the National Education Association effective August 1, 1952, and to pledge loyalty and cooperation. Seconded by *Mrs. Caldwell*. Adopted unanimously.

CONSIDERATION OF CONVENTION CITIES FOR 1953: At the San Francisco convention last summer, the Board of Directors received invitations from four cities for the 1953 convention. They were Miami, New York, Atlantic City and Saratoga Springs. If Atlantic City were chosen, the dates of the convention would have had to be changed to the last week in June. Saratoga Springs did not have adequate auditorium or meeting room facilities. The preferential vote of the Board was for Miami. *Executive Secretary Givens* and *Assistant Secretary Berns* recently visited both Miami and New York to study convention facilities. There is an

NEA Bylaw which states that in choosing a convention city only those cities shall be considered where it is possible to provide a maximum degree of equality for the housing, feeding and seating of all members of the Association. New York City meets this Bylaw requirement but is lacking in a suitable auditorium nor does the NEA membership in New York City reflect any great interest in the Association. *Assistant Secretary Berns* stated that since the San Francisco meeting, an invitation has been received to hold the 1953 convention in Cleveland. Later during the meeting, *Superintendent Jansen* of New York and *Mr. Sherry* of the Convention Bureau came before the committee to reinforce the earlier invitation. Many of the professional groups in New York have recently written letters urging the selection of New York. *Superintendent Jansen* expressed the hope that there would be a decided increase in NEA members should New York be chosen. Following a thoro discussion, a motion was made by *Mrs. Caldwell*, seconded by *Miss Mowrey* and carried, that action on the selection of a convention city for 1953 be postponed until the Detroit meeting in July and that the assistant secretary for Business secure other invitations.

COMMERCIAL EXHIBITS: *Assistant Secretary Berns* referred to the convention exhibits of the NEA as the greatest educational trade show in the world. More requests for space have been received than at anytime in the history of the Association. Requests exceeded the space available and it was necessary to disappoint many prospective exhibitors. This exhibit of the NEA has attracted the Pacific Book Company which plans an exhibit in Batavia, Java, and has asked NEA assistance in setting it up. The NEA, dealing directly with concerns which rent equipment for exhibit booths such as furniture, etc., has made a saving to the exhibitor of 25 percent.

NANJEMOY: Reference was made to the conveyance, by *Dr. Charles Shamel*, of 230 acres of ground in Maryland, about 35 miles from Washington. The trust deed provides that a portion of the land must be held for a perpetual forest and that there must be some evidence of use of the section which has been cultivated. Accordingly fruit trees have been planted and a proposal will be made to the Board of Trustees for the building of the first lodge.

STUDY OF FACILITIES RELATIVE TO SALE AND DISTRIBUTION OF PUBLICATIONS, MAILING AND DUPLICATION FACILITIES: The sale of NEA publications, mailings and related activities have grown faster than our provisions for handling them. It is also true that the number of publications being produced has increased to a point beyond the space available for their storage. A retired engineer has been employed to study the situation and to make recommendations.

MEMBERSHIP AND FIELD WORK: *Assistant Secretary Berns* spoke of the large voluntary sales force of some 10,000 people who collect, process and transmit dues to the Association. These people are not paid nor are they bonded. Yet within the past few months they have collected and sent \$2,200,000 to the Association. The financial report was presented and expenditures of the various units commented upon. By cooperative effort, it will be possible to live within the year's budget. By using the surplus on hand May 31, 1951 and other available funds, it was possible to operate during the summer months without borrowing. It was possible also to put \$125,000 into the Permanent Fund last fall.

APPROPRIATIONS: On the recommendation of *Assistant Secretary Berns*, a motion was made by *Miss McComb*, seconded by *Mr. Phillips* and carried, that \$13,000 be transferred from the Reserve and Contingency Fund for Puerto Rico in keeping with the agreement for the year 1951-52. A check for \$30,000 has been received covering the dues of 6000 members in Puerto Rico.

On the recommendation of *Assistant Secretary Berns*, a motion was made by *Mr. Dodge*, seconded by *Miss McComb* and carried, that \$10,000 be transferred from the Reserve and Contingency Fund to the Membership Promotion Account.

On the recommendation of *Assistant Secretary Berns*, a motion was made by *Mr. Gayman*, seconded by *Miss Mowrey* and carried, that \$1000 from the

unexpended balance in the appropriation for departments be transferred to the Department of Supervision and Curriculum Development to partially reimburse the Department for yearbooks lost in the NEA storage room.

MARTINIQUE HOTEL: The financial status of the Martinique Hotel continues to improve. The operating profit at the close of the fiscal year 1951 was \$14,922—over twice that of 1950. The income from room rentals in 1951 was \$146,000, a substantial increase over the previous year. In December 1951, the Linwood Hotel Corporation authorized the payment of dividends in the amount of \$20 per share. Since the NEA is the sole owner of these shares of stock, \$10,000 was realized from these dividends. This amount has been placed in the Permanent Fund of the NEA.

FINANCES: There are certain times during the year when the NEA has had a large bank balance. This is particularly true in the fall when memberships are received in large numbers. The Board of Trustees authorized the investment of such funds in short-term notes, thus realizing some income on funds which would otherwise remain idle.

AIR CONDITIONING: After consulting three engineers, it has been found impractical to air condition the entire headquarters building. However, a proposal will be made to the Board of Trustees for air conditioning the board room and the president's and trustees rooms.

POSSIBLE NEW CAP GOAL: *Mr. Allan* gave a brief history of the purchase of the NEA property, pointing out, that, as in the case of air conditioning, it is not possible in his opinion to make an attractive, efficient plant out of the present buildings. *Mr. Allan* suggests the purchase of acreage away from downtown Washington and the erection of a headquarters which would be an attractive educational center. It might be tied in with the Centennial Action Program and the building ready for occupancy in 1957.

EDUCATIONAL POLICIES COMMISSION: *William G. Carr*, associate secretary of the NEA and secretary of the Educational Policies Commission, reviewed briefly the history of the Educational Policies Commission. The commission has published 80 reports in its 16 years. Before *Mr. Carr* assumes the office of executive secretary of the NEA, it will be necessary to select a secretary for the Educational Policies Commission. *Mr. Carr* pointed out the importance of selecting the proper individual for this position. A recommendation for secretary of the Educational Policies Commission will be made at the Detroit meeting.

UNITED NATIONS EDUCATION SERVICE: *Mr. Carr* announced meetings at each of the AASA Regional Conferences to which subscribers to the United Nations Education Service have been invited to evaluate the service and to give guidance on the further operation of *Unit*. *Executive Secretary Givens* said there was much enthusiasm for *Unit* among members of the United States National Commission on Unesco.

WORLD ORGANIZATION OF THE TEACHING PROFESSION: Copies of *WOTP News* were distributed. *Mr. Carr* was invited by Unesco to attend a conference of experts on the interchange of teachers which was held in Cairo, Egypt in December. He stopped in Copenhagen to arrange for the Sixth Delegate Assembly of WOTP, July 26 to 31, 1952. He also visited in Paris, London and Reykjavik. Since it has been the practice to send the new NEA President as a delegate to WOTP, *Mr. Carr* recommended that this practice be continued for this year. A motion was made by *Mrs. Evans*, seconded by *Miss McComb* and carried, that the practice of sending the newly elected NEA President as a delegate to WOTP be followed this year.

POLICY REGARDING FIELD WORK OF THE NEW EXECUTIVE SECRETARY: *Mr. Carr* asked for advice regarding acceptance of invitations to speak to educational groups this fall and in the years just ahead. After some discussion, it was the consensus of opinion that the NEA headquarters should be a high priority this

fall; after that certain field work may be undertaken upon a schedule which should be flexible.

REPORT OF SUBCOMMITTEE ON REVISION OF NEA BYLAWS: *Mr. Gillingham*, chairman of a Committee on Revision of Bylaws, stated that the committee consisting of *Miss Mowrey*, *Mr. Gayman*, and *Cathleen Champlin* of the Committee on Bylaws and Rules, had met prior to the meeting of the Executive Committee. A staff committee, *Mr. Ashby*, chairman, *Mr. Perry* and *Miss Chase*, met with the committee. *Mr. Carr* attended a portion of the meeting. The entire time was spent in looking over questions relating to revision. *Mr. Gillingham* suggested two bases of approach, (a) changes which would involve Charter amendment. (It was the sentiment of the committee that amendments to the Charter should be avoided if possible.) (b) a revision of the Bylaws without going into the Charter. There appear to be two sets of problems: (a) ordinary "housekeeping"—that is, bringing like things together; (b) changes in the Bylaws for more efficiency. *Mr. Gillingham* asked for guidance in proceeding with this work as to whether an attempt should be made to do a "housekeeping" job and present it to the Representative Assembly or whether all changes should be made with only one presentation. He also suggested the need for contacting key people in various NEA units as the work proceeds. Since the Representative Assembly is composed of approximately 75 percent new members each year, it was recommended that the committee place a complete report before the Representative Assembly even tho it may require several years to prepare it.

DISTRIBUTION OF COMMITTEE AND COMMISSION APPOINTMENTS: *Lyle W. Ashby*, assistant secretary for Professional Relations, presented a study of the distribution of committee and commission appointments by states for an eight-year period based upon the cumulative total membership for the eight-year period. The study revealed a remarkably even distribution.

CENTENNIAL ACTION PROGRAM: *Mr. Ashby*, who is vicechairman of the staff committee on the CAP reported that most state associations and over 600 local associations have adopted the CAP in principle. A directory of local associations is being compiled. A monthly list is being kept of all materials sent from the NEA to the officers of local associations and a series of local association activities leaflets are being developed for use in conferences and workshops. Departments have been asked to study the CAP and to make suggestions for its improvement. It is suggested that a goal for higher education be added as follows: Goal 21—More effective cooperation between higher secondary and elementary education with increasing participation by college and university personnel in the work of the united profession.

CAP WORKSHOP PROPOSED: *Joy Elmer Morgan*, director of the Division of Publications and editor of the *NEA Journal*, has directed the four weeks Institute on Organization Leadership which has been held at the American University each summer during the past six years. Since 1949, an appropriation of \$5000 has been made each year to bring prospective leaders and FTA members to the Institute from states where it was not possible financially to send them. *Mr. Morgan* wished *Mr. Ashby* to assume responsibility for the Institute this year. Because of the CAP and the centering of efforts to make it most effective, *Mr. Ashby* proposed a five-day CAP Workshop in place of the Institute on Organization Leadership, this workshop to be held immediately preceding the Detroit Convention and at a location near the convention city. *Mr. Morgan* is enthusiastic about the proposal. Members of the Executive Committee approved the suggestion wholeheartedly. In order to help finance the workshop, a motion was made by *Miss Mowrey*, seconded by *Miss McComb* and carried, that the Executive Committee recommend to the Budget Committee consideration of an appropriation of \$5000—the amount that has been appropriated in the past for the Institute on Organization Leadership—for the CAP Workshop and to assist the FTA in sending some of its leaders to the annual conference of the Department of Classroom Teachers.

REPORT ON MOTION PICTURE PROJECT: *Mr. Ashby* reviewed the action of the Executive Committee in setting up a motion picture project jointly with the National Association of Secretaries of State Teachers Associations in 1949. It was agreed that the NEA would produce annually for five years a high quality film; that the NEA would bear the cost of the production and the state and local associations would finance the cost and distribution of the prints. The Executive Committee recommended an appropriation of \$50,000 for the production of the first major NEA film. The Budget Committee actually allocated \$40,000 for the film. "Secure the Blessings" was the first picture. It dramatized the role of the public school in a democracy. It was released July 1, 1951. All state education associations except New Jersey, Maine, Mississippi, Rhode Island, and Indiana purchased one or more prints. The second film, "What Greater Gift?" will be ready for a premiere at Detroit. It will be in both color and in black and white and will dramatize the teacher as a professional person with certain skills that no one else possesses. There was some discussion regarding the continuance of the project unless the films were of a character that would assure their sale in all parts of the country. The committee of state secretaries is very anxious that the program be continued as evidenced by a motion adopted at a recent meeting in Washington of the committee of state secretaries working with the NEA staff on this project.

DEVELOPMENTS AMONG DEPARTMENTS: *Mr. Ashby*, as assistant secretary for Professional Relations, has regular meetings with the secretaries of departments at which time various problems are discussed. Some of the problems discussed in recent meetings were: (a) the CAP as it relates to departments; (b) the Ford Foundation projects; (c) policies and principles regarding relationships of units of the NEA to outside commercial agencies; (d) relationships of Departments to NEA with possible suggestions for the Committee on Revision of Bylaws of the NEA; (e) charges and services in the mailing section of the NEA; (f) segregation as it applies to departmental membership and affiliates and the relationships to NEA policies in this field; (g) membership both in Departments and in the NEA.

Plans have been completed for the merger of the Department of Secondary Teachers with the Department of Classroom Teachers at the Detroit meeting.

Notice was served in the Representative Assembly last year of the discontinuance of the Department of Adult Education because of the merger of the Department with the American Association of Adult Education in a new organization known as the Adult Education Association of the United States. A committee of the new organization will discuss its relationship with the NEA in the near future. The Department of Elementary School Principals has requested approval to hold its annual business meeting in connection with the American Association of School Administrators and has under consideration a plan to change its name from Department of Elementary School Principals to National Association of Elementary School Principals. The question of affiliating additional groups as NEA departments was discussed briefly.

PROGRAM OF DISCUSSION GROUPS AT DETROIT: *Mr. Ashby*, who develops the afternoon discussion groups in connection with the NEA convention, presented a tentative list of topics for the Detroit meeting.

POSSIBILITY OF A SECOND REGIONAL INSTRUCTIONAL CONFERENCE: The first Regional Instructional Conference held in Toledo in April 1951 was so successful and of such farreaching value that consideration should be given to a second conference organized along the same lines to be held next year. *Executive Secretary Givens* spoke of the great value of the Toledo Conference in tying in the departments with the parent organization. *Mrs. Caldwell* thinks it is a responsibility of the NEA to hold such conferences.

SERVICE TO AFFILIATED ASSOCIATIONS: Because of the need to provide better developed, stronger and better coordinated programs of service for affiliated asso-

ciations, *Mr. Ashby* suggested the possibility of a Unit of Affiliated Association Service to which would be attached three professional persons, one to work with local associations, one with Negro associations and one to work with state associations. There is some work being done now through the staff committee on the CAP by personnel which could be used in such a unit.

STANDARDS FOR LOCAL ASSOCIATIONS: At the present time, there are two standards which are applied in affiliating local associations: (a) since 1946 no group may be affiliated which is already affiliated with another national organization; (b) only local associations from local administrative, supervisory units are affiliated. *Mr. Ashby* presented a confidential statement of possible standards to be applied in affiliating local education associations.

NATIONAL CITIZENS COMMITTEE FOR THE PUBLIC SCHOOLS: *Glenn E. Snow*, assistant secretary for Lay Relations, recently attended a meeting in St. Louis of the National Citizens Committee for the Public Schools. The meeting was attended by both those who are friendly and those who are unfriendly to the public schools. There are more than 1800 citizens committees with whom the NCCPS has some contact and many others with which it has no contact. In general, they are doing good work. A Citizens Assembly in Education has been proposed. The NEA should be ready to participate if such an assembly is formed.

AMERICAN MEDICAL ASSOCIATION REVISES RESOLUTION: At its convention in Atlantic City in 1951, the AMA adopted a resolution endorsing the principle set forth in a Bill of Grievances of the Sons of the American Revolution calling for a Congressional Investigation of subversive text books and teachers. In a later meeting, the AMA revised the resolution in which confidence was expressed "in the great majority of educators and of bona fide educational organizations."

POLICY STATEMENT FOR PARTY PLATFORMS: *Mr. Snow* read a tentative draft of a political party platform plank prepared by a special staff committee. He asked for suggestions for its improvement.

NEW JERSEY AND NEW YORK CASES: The United States Supreme Court recently heard an appeal from the New Jersey State Supreme Court on compulsory reading of the Bible and recitation of the Lord's Prayer and an appeal from the New York State Supreme Court on released time for the teaching of doctrinal religion. These cases represent another effort to further define the issue of teaching religion in the public schools. The court decisions will be made this spring.

ATTACKS ON UNITED NATIONS AND UNESCO: *Mr. Snow* reported considerable opposition to the United Nations and to Unesco by those who charge they are dominated by communists. These charges seem entirely unwarranted.

ALL AMERICAN CONFERENCE TO COMBAT COMMUNISM: *Mrs. Caldwell* recently attended a meeting of the All American Conference to Combat Communism. *Paul Wamsley* of Buffalo, who represents the NEA in the Conference, was in attendance also. Many large organizations in the United States are represented in the Conference. Its purpose is to help preserve the American way of life and to combat communism. The conference proposes to sponsor a week called "Know Your America" Week. *Mrs. Caldwell* believes the NEA should continue to be represented in the conference.

PUBLICATIONS SPONSORED BY COMMERCIAL ORGANIZATIONS: *Mr. Snow* spoke of a recent meeting with representatives of 15 large organizations, such as General Mills, regarding the distribution of supplementary teaching aids in the schools. *Mr. Snow* raised the question as to whether the NEA could sanction such distribution or whether the Association should attempt the preparation of pamphlets as supplementary material.

STATE TRENDS AND STATE LEGISLATURES: *Mr. Snow* reported that there will be 16 regular and three special sessions of state legislatures this spring. The Research Division will prepare a report on high spots in state school legislation.

SOUTH DAKOTA NEA DIRECTOR: *J. Howard Kramer* of South Dakota has resigned

as NEA director. A motion was made by *Mr. Dodge*, seconded by *Miss Mowrey* and carried, to accept his resignation. A motion was made by *Mr. Dodge*, seconded by *Mr. Gillingham* and carried, approving the appointment of *Vail Hershey* of Mitchell as NEA Director for South Dakota until July 4, 1952.

AMERICAN EDUCATION WEEK: The general theme for AEW this year is "Children in Today's World." *Agnes Samuelson* who has been responsible for developing the materials for AEW will retire on July 1. This project has been in the Division of Publications for many years. It is proposed to place it in the Division of Press and Radio on July 1 and to transfer *Ivan A. Booker*, assistant director, Division of Legislation and Federal Relations, to that Division to devote his entire time next year to the development of American Education Week.

FORD FOUNDATION: *Executive Secretary Givens* met with representatives of the Ford Foundation in January and was invited to return later with a definite proposal for the consideration of the Foundation. Possible lines of approach were discussed and the Executive Committee agreed upon an evaluation of the use of educational publications as the one project in which the Ford Foundation might be sufficiently interested to help finance.

DETROIT PROGRAM: A tentative outline of the Detroit program was presented by *Executive Secretary Givens*. It is planned to have state delegation meetings on Tuesday at 7:30 A.M. and Thursday at 4:30 P.M. *President Miller* will speak on Monday night and *Executive Secretary Givens* will make the closing address on Friday night. Suggestions for a speaker on Wednesday night were sought.

NATIONAL TRAINING LABORATORY ON GROUP DEVELOPMENT: Last year the NTL held two sessions of three weeks each. This year it is planned to have one session lasting four weeks. A request has been made for the allocation of funds in the same amount as last year. A motion was made by *Mrs. Caldwell*, seconded by *Mr. Dodge* and carried, that an appropriation not to exceed \$1000 be made to the NTL, the money to be matched by two state associations to bring two individuals to Bethel.

CITIZENSHIP CONFERENCE: The National Citizenship Conference is sponsored jointly by the NEA and the Department of Justice. The conference this year will be held September 17 thru 19 rather than in May. "I Am an American Day" has been changed by the United States Congress to "Citizenship Day" and the date changed from May to September 17 which is also Constitution Day.

EDUCATION WRITERS INSTITUTE: An Education Writers Institute was held in Chicago last year in connection with a meeting of AASA State Directors. On the recommendation of *Executive Secretary Givens* it was agreed that \$400 be transferred from the Secretary's Contingent Fund to defray the cost of a dinner and other items in connection with the Institute, in Chicago in April 1952.

UNESCO CONFERENCE: *Executive Secretary Givens* is a member of the U. S. National Commission for Unesco and as such, attended a conference in New York City, January 26 and 27. The annual meeting of the commission has been held each spring, but in order to adjust to the international schedule, the commission will meet in October 1952. *George Stoddard* resigned as chairman and was succeeded by *Luther Evans*, a vicechairman. *Ben Cherrington*, formerly of the University of Denver, was named a vicechairman. *Herman Wells*, president of Indiana University, was named to the Executive Committee and *Grayson Kirk* of Columbia University and *Robert Angell* of the University of Michigan were elected as new members of the Executive Committee. Speakers at the conference included the Director General of Unesco, *Jaime Torres Bodet*, *Reinhold Niebuhr* of Union Theological Seminary, *Richard P. McKeon* of the University of Chicago and *Isadore I. Rabi* of Columbia University. A valuable five-day workshop type of conference was held by Unesco at Hunter College in New York City following the meeting of the U. S. National Commission.

CORONET FILMS: The Department of Defense, thru the help of Coronet Films, produced a film, "Are You Ready for the Service?" Script for the film was read for

the Department of Defense by several NEA staff members and suggestions for improvement were made. When the film appeared, it carried the name of the NEA and other organizations which helped in a similar manner. This was interpreted by many who saw the film as direct sponsorship. The National Council Against Conscription sent letters attacking the film and urging those who received the letters to write the "sponsoring organization." Several letters of protest were received as a result of the action of the National Council Against Conscription. A meeting was held with the vicechairman and general manager of Coronet Films at which he agreed to carry upon the films a statement that Coronet Films Corporation assumes full responsibility for the film.

SECRETARY'S REPORT: It has been the practice of the executive secretary to prepare each year a report of the profession to the public. *Executive Secretary Givens* suggests "The Public School" as the subject for the report this year and to have it in form, if possible, to present and to discuss at the Detroit Convention.

NEA PUBLICATIONS: The NEA has approximately 1400 publications for sale. There is much variation in the pricing of these publications. The increased cost of publishing these books and pamphlets makes it necessary to restudy the pricing of all NEA publications. A study will be made and presented at Detroit. It was agreed that the catalogue of publications which is ready for the printer should be printed now.

LEGISLATION AND FEDERAL RELATIONS: *James L. McCaskill*, director of the Division of Legislation and Federal Relations, summarized the 1951 National Conference on Federal Legislation for Education to which 80 organizations sent 117 representatives. The House Education and Labor Committee plans to explore the needs for general federal aid and aid for schoolhouse construction to determine which type of legislation will be given priority. The successful efforts of the Legislation and Federal Relations Division to secure larger steel allotments for schoolbuilding construction brought the suggestion from *Mr. Carr* that a message from the NEA be sent to each new school that is dedicated this fall, so that teachers will realize that they might not have had a new building yet, had it not been for the efforts of the NEA.

The Office of Education is coordinating state school facilities surveys. There is a bill in the House of Representatives to provide federal aid to assist states and localities in financing needed school facilities. *Mr. McCaskill* called attention to a chart prepared by the Office of Education showing the seriousness of the school building shortage due to the backlog and to the failure to make normal replacements. The recent increase in birth rate has added to the problem.

A study was made by *Mr. Booker*, assistant director, Legislation and Federal Relations Division, on "Oil Resources Beneath the Marginal Sea." It is a fine analysis of the problem. Copies of the study were given to the Executive Committee.

In discussing Universal Military Training, *Mr. McCaskill* pointed out that the resolution passed by the Representative Assembly does not make it possible to either support actively or work against this measure. The legislation provides for three months of basic and three months of specialized training. *Mr. McCaskill* mentioned the importance of a report entitled "Federal Educational Activities and Education Issues before Congress" prepared in the Legislation Reference Service of the Library of Congress. The report identifies and describes for the first time all the federal educational activities for which appropriations have been made. The Federal Government is now spending more than \$3,500,000,000 a year for educational purposes.

MEETING OF AMERICANISM COMMISSION OF AMERICAN LEGION: *L. V. Phillips* reported on a meeting of the Americanism Commission of the American Legion which he and *Belmont Farley*, staff contact for the Joint Committee of the NEA and American Legion, attended. Other NEA members of the joint committee in attendance were *Paul Grigsby* and *Lloyd T. Uecker*. The Legion has a committee for screening textbooks. It would like to have NEA set up such a committee and

also one for seeking out communists in the teaching profession and making their names public.

PERSONNEL RECOMMENDATIONS: Salary increases for certain members of the permanent staff were recommended by *Executive Secretary Givens*. Approval for the increases was given upon motion by *Mr. Phillips*, seconded by *Mrs. Caldwell* and carried. A leave of absence without pay from February 15 to June 15 for *Lee Bradford*, director of the Division of Adult Education Service, was recommended in order that *Mr. Bradford* may do some writing in the Adult Education Field. Approval was granted upon motion by *Miss Mowrey*, seconded by *Miss Shull* and carried. *Ray Maul* came to the NEA on leave of absence from Kansas State Teachers College to work with the National Commission on Teacher Education and Professional Standards and the Department of Higher Education. Following the resignation of *Ralph McDonald* as secretary of the Department of Higher Education and of the National Commission on Teacher Education and Professional Standards and the separation of those two units, *Mr. Maul* has been working with *Mr. Stinnett* who is now secretary of the National Commission. Since the work in the Commission and the Department of Higher Education are now separated, it is recommended that *Mr. Maul* be transferred to the Research Division on June 1, 1952, as assistant director of Research with the understanding that the teacher education study upon which he has been working will be done in the Research Division and published by the commission. In addition to this study, it is hoped that some research work in the field of higher education may be started by the Research Division. A motion was made by *Mr. Phillips*, seconded by *Miss Mowrey* and carried, that this recommendation be approved.

TEXAS NAMES SECOND NEA DIRECTOR: Texas now has over 20,000 NEA members, thus entitling her to a second director. The president of the Texas State Teachers Association wired the appointment of *Dana Williams*, superintendent of schools at Gladewater. A motion was made by *Mrs. Evans*, seconded by *Miss Mowrey* and carried, that *Dana Williams* be named second NEA director for Texas until July 4, 1952.

AMERICAN TRAVEL ASSOCIATION: *Executive Secretary Givens* presented a request from the Division of Travel Service for permission to become a member of the American Travel Association. The only responsibility to the Association will be the payment of a membership fee. The minimum membership fee is \$100; the maximum \$500. Membership would enable the Division of Travel Service to buy travel to and in Europe at a reduced rate. There would be a substantial saving which would accrue to the Travel Division each year. A motion was made by *Mrs. Evans*, seconded by *Miss McComb* and carried, giving permission to the Division of Travel Service to become a member of the American Travel Association, the membership fee to be taken from the funds of the division.

REACTIVATION OF OVERSEAS TEACHER RELIEF FUND: The Representative Assembly at San Francisco adopted a resolution to reactivate the OTRF with particular reference to Korea. Since it is impossible to make distributions in Korea now, it was suggested that any action to reactivate the fund be postponed until such time as materials can be gotten into Korea. It was suggested that a statement about the situation be carried in the April or May *Journal*.

PROPOSAL TO ESTABLISH A NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION: The American Association of Colleges for Teacher Education, the National Commission on Teacher Education and Professional Standards, the National Council of Chief State School Officers, the National School Boards Association and the National Association of State Directors of Teacher Education and Certification have been discussing for sometime the need of a nationwide accrediting authority which will have the united support of the teaching profession. A meeting was held in Chicago just prior to this meeting in St. Louis which *Edgar Fuller*, executive secretary of the NCCSSO attended. He reported the results of the meeting to the Executive Committee. There are now 1217 institutions preparing teachers.

The American Association of Colleges for Teacher Education now accredits approximately 260 colleges for teacher education. Lacking a recognized nationwide accrediting agency, the training of teachers lacks professional status. In addition to serving as an accrediting agency, the AACTE functions as a professional association for the improvement of teacher education centered in professional colleges of education. With the formation of the new council, the AACTE would be free to devote all of its time to this latter function and its influence would undoubtedly spread rapidly among institutions which are not members at present. At the Chicago meeting, the 463 persons registered, voted by a large majority to approve the action of the Executive Committee of AACTE for setting up a National Council. Prior to the Chicago meeting, the plan had been approved by the Chief State School Officers, National Association of State Directors of Teacher Education and Certification, and the National Commission on Teacher Education and Professional Standards. The National School Boards Association approved the plan at a meeting during the St. Louis convention. The NEA is now the only group from which general approval is needed. The 21 members of the council would be appointed by the five organizations on a basis to be agreed upon later. It is hoped that the council may be ready to begin functioning either January 1, 1954 or July 1, 1954. The cost of financing the council is estimated at \$125,000 each year for five years with a lesser amount later. NEA's financial responsibility of \$50,000 per year would begin as soon as the council begins functioning. Foundation money would be sought as another source of financing, with the new council or AACTE, the third source. The matter will come before the Executive Committee for further consideration at Detroit.

RECOMMENDATION FROM THE NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS ON FEDERAL LEGISLATION: *Fred Hipp*, president of the NASSTA came before the Executive Committee to transmit a report of a special committee on federal legislation. The report contained the following statements:

1. That avenues for suggested legislative policy remain open to all interested sources.
2. That legislative recommendations to the NEA Representative Assembly be channeled thru and recommended to the Representative Assembly by the legislative commission of the NEA.
3. That the Representative Assembly determine general over-all legislative policies for the association.
4. That the specific methods, devices and procedures to be used in implementing and promoting NEA legislative policies rest with the Legislative Commission and the Legislative Division of the NEA subject to such veto authority as has been properly invested in the NEA Executive Committee.
5. That the NEA Legislative Commission thru the Legislation and Federal Relations Division prepare and present to the NEA executive secretary and the Committee on the Budget an itemized statement of the financial support needed to effectively present an enlarged federal legislative program.

There seemed to be a feeling that there is conflict between the Resolutions Committee and the Legislative Commission; that there is lack of uniformity in sending material into the field. Discussion followed. No action was taken.

DADE COUNTY, FLORIDA, INVESTIGATION: *Mr. Flora* assisted the Defense Commission in an investigation of the dismissal of about 15 teachers in the Vocational High School in Miami. The situation is difficult and complicated. Many witnesses were called—both lay and professional. If the issues can be stated clearly enough to get local action to solve them, *Mr. Flora* feels the committee will have accomplished something worthwhile.

HEADQUARTERS FACILITIES: The question of adequate facilities for carrying on certain phases of the work in the present headquarters was raised. *Mr. Flora* suggested the reassessment of the problem with a report to the Executive Committee. *Miss Mowrey* pointed out that with present facilities members could not possibly

be serviced when the Centennial Action Program is achieved. A motion was made by *Miss Mowrey*, seconded by *Miss McComb* and carried, that the Board of Trustees with the vision and courage displayed in the past be asked to explore possibilities and report at the Detroit meeting.

The meeting adjourned to meet in Detroit.

WILLARD E. GIVENS, *Executive Secretary*
J. CLOYD MILLER, *President*

DETROIT, MICHIGAN

June 27, 28, and July 5, 1952

THE Executive Committee of the NEA convened at 8 P.M., June 27, 1952, in the Hotel Statler, Detroit, Michigan, with all members present: *J. Cloyd Miller*, president; *Mrs. Sarah C. Caldwell*, first vicepresident; *Corma Mowrey*, junior past-president; *A. C. Flora*, chairman, Board of Trustees; *Gertrude E. McComb*, treasurer; *Vincent Dodge*; *Mrs. Ruth M. Evans*; *Harvey E. Gayman*; *Robert C. Gillingham*; *L. V. Phillips*; and *Martha Shull*. The following members of the Board of Trustees were present: *F. L. Schlagle*, secretary; *Harold A. Allan*; and *Mabel Studebaker*. *Willard E. Givens*, executive secretary; *William G. Carr*, associate secretary; *Karl H. Berns*, assistant secretary for Business; *Lyle W. Ashby*, assistant secretary for Professional Relations; *Glenn E. Snow*, assistant secretary for Lay Relations, were present.

Executive Secretary Givens brought the greetings and regrets of *Harriett M. Chase*, chief assistant to the executive secretary, to the members of the Executive Committee and Board of Trustees. He told how sorry *Miss Chase* was to have to miss the first meeting of the Representative Assembly since the work of that body began in 1921. Unfortunately *Miss Chase* broke the large bone just below her left knee on May 4. While her condition is satisfactory, it will be many more weeks before she will be permitted to return to the office. *Executive Secretary Givens* stated that he was sure that all members present would join with him in expressing their appreciation for the fine work which *Miss Chase* has always done for the Executive Committee and the Association and that he would telephone her their greetings and best wishes.

MINUTES OF THE FEBRUARY MEETING: The minutes of the February meeting were approved upon motion by *Mr. Phillips*, seconded by *Miss Mowrey*, and carried.

PRESIDENT'S REPORT: President Miller reported on various aspects of the work he has undertaken as President during the past year. He pointed out that the work during his term of office has been aided considerably thru the help received in the field as well as the help received from the headquarters office.

SOCIAL SECURITY SITUATION: Frank W. Hubbard, director of the Research Division, reviewed the Social Security situation as it currently affects state and local employees in which category teachers are included. Attention was called to the fact that in the original Act passed in 1935, state and local employees were not included and that subsequently certain *voluntary agreements* were devised between states and the Social Security Administration.

In 1950, amendments were enacted revising the Social Security program in general and adding provision for special appropriations to public employees.

Mr. Hubbard pointed out that these new provisions permitted voluntary coverage of public employees by agreements signed between the states and the Social Security Administration but excluded from such agreements public employees in positions covered by retirement systems. Three states (Mississippi, South Dakota, and Virginia), have repealed their state teacher retirement laws in order to make the members eligible for Social Security coverage; two of these three states (Mis-

issippi and Virginia) enacted a new retirement system to supplement the Social Security benefits.

Mr. Hubbard summarized developments which have taken place in this connection relative to the discussion and actions by the National Council on Teacher Retirement, which has drafted an amendment to the Social Security provision applicable to public employees, so that they may be included in Social Security agreements but only in such a way as to provide safeguards for their existing retirement benefits.

The amendment is designed to prevent repeal of Section 218(d) of the Social Security Law and is proposed for the purpose of setting up certain criteria. There was general discussion of the proposition, but no action was taken.

NEGRO STATE TEACHER ASSOCIATIONS: *Executive Secretary Givens* reviewed the interpretation of the Bylaws, Article II, Section 2, and the relationships which have been maintained and carried out with Negro State Teacher Associations during the past year.

As a result of this interpretation, *Executive Secretary Givens* stated that it is anticipated that 15 state teacher associations which are now affiliated with the NEA will have delegates at the Detroit meeting. Also, representatives of the Negro State Teachers Associations were present at the Centennial Action Program Conference at St. Mary's Lake and the Institute for Teacher Education and Professional Standards at Kalamazoo.

Executive Secretary Givens recommended this matter for further consideration at the meeting of the Executive Committee scheduled for Saturday, July 5, which will follow the meeting of the officers of the Negro State Teacher Associations to be held all day Sunday, June 29, at the Hotel Statler in Detroit. At the meeting of the officers of the Negro State Teachers Associations informal discussion will take place on (a) problems faced by these officers in carrying out the program of a professional organization for Negro teachers, and (b) a discussion of NEA services which could be extended to Negro teachers.

Executive Secretary Givens pointed out that based on the findings of the meeting to be held on Sunday, June 29, it is hoped that a recommendation can be made to the Executive Committee at its meeting on Saturday, July 5, that there be added to the NEA staff, a professional educator from the Negroes to work with Negro associations. In the event that such an appointment is made, it was pointed out that the professional Negro educator should have qualifications which will enable that person to give services particularly in the field of elementary education, as well as to work with local associations of Negroes.

CONVENTION CITIES FOR 1953 AND 1954: *Executive Secretary Givens* and *Karl H. Berns*, assistant secretary for Business, reported to the Executive Committee recent findings concerning prospective host cities for 1953 and 1954.

It was recalled that there was a four to one preferential vote by the Board of Directors at the NEA meeting in San Francisco that the 1953 meeting go to Miami, with the provision that the entire matter be reviewed by the Executive Committee following certain investigations by members of the headquarters staff. In this connection it was pointed out that the invitation from the Florida Education Association to the NEA to hold its meeting in Miami in 1953 was concerned primarily with the city of Miami proper and not with the possibility of including Miami Beach in the invitation.

In accordance with the action taken by the Board of Directors at the meeting in San Francisco, the Miami invitation was investigated personally by the executive secretary and the assistant secretary for Business. In this connection, it was learned that the invitation to Miami is not open to consideration without violation of the NEA Bylaws, Article VI, Section 1 which states:

“. . . that in choosing the site for these meetings only those cities shall be considered where it is possible to provide a maximum degree of equality for the housing, feeding, seating at the meetings, for the general welfare of all members of this Association.”

Karl H. Berns, assistant secretary for Business, reported on certain other prospective host cities:

1. *New York City*—The hotel facilities in New York would seem to be adequate. There would be a problem in connection with public space for meeting rooms. The question of the possibility of recruitment of NEA members in the event a meeting were to be taken to New York was mentioned.

2. *Atlantic City*—The Convention Bureau of Atlantic City has gone before the Hotel Association in Atlantic City and has secured a satisfactory rate schedule. In the event that the meeting were to go to Atlantic City, it would be necessary to begin one day earlier than usual which would mean that the Representative Assembly would open on Monday. It was pointed out that the public space available to the NEA in Atlantic City is particularly adequate. Headquarters for state delegations could be quartered in the large arena of the Convention Hall. The large ballroom in Convention Hall could be used for the Representative Assembly. It was further pointed out that more than one-third of all the meetings held during the summer meeting of the NEA could be housed in Convention Hall and that the surrounding hotels could take care of the balance of the meetings. All public space in Atlantic City is offered on a rent-free basis.

3. *Cleveland*—The facilities offered by the auditorium are good and are on a rent-free basis. One of the problems in Cleveland is that it might be difficult to secure an adequate number of hotel rooms.

Mr. Berns pointed out that not only is it necessary for the NEA to decide immediately on the host city site for 1953, but it is also extremely advisable for serious consideration to be given to the host city site for 1954. It is becoming increasingly important for organizations which have large numbers in attendance at their meetings to commit themselves regarding host cities at least two years in advance.

Executive Secretary Givens pointed out that at the meeting of the Board of Directors on Saturday, July 5, representatives from prospective host cities will appear before the Board of Directors.

In view of the information given to the Executive Committee by *Executive Secretary Givens* and *Mr. Berns*, the following motion was made by *Mr. Gillingham* and seconded by *Miss Mowrey*:

"That investigation of the conditions in Miami indicate that selection of that city would not be in accordance with the Bylaws, and that action taken in San Francisco be rescinded, and that the Board of Directors consider all convention invitations before them."

COMMITTEE ON REVISION OF BYLAWS: A report of progress was made by *Mr. Gillingham*, chairman of the NEA Committee on Revision of Bylaws.

Work sessions have been held during the course of the year in St. Louis, Washington, D. C., and at the Centennial Action Program Conference at St. Mary's Lake, Michigan. The chairman made certain observations in connection with the work of this committee:

1. The necessity to disseminate as widely as possible among affiliated bodies information concerning the purpose of the work in connection with the revision of the Bylaws.

2. The necessity as well as advisability for a close relationship between the NEA Committees on Bylaws and all NEA departments.

In connection with the observations and recommendations of the chairman, it was the consensus of the meeting that every effort should be made to arrange for the necessary meetings and materials in connection with the work of the Committee on Revision of the Bylaws, with the general goal in mind that between 1952 and 1954 the work of the committee would continue and that possibly in 1955, the final text of the Bylaws could be presented to the Representative Assembly.

It was moved by *Mr. Dodge* and seconded by *Mr. Flora* that the progress report of the chairman of the Committee on Revision of the Bylaws be accepted and that the committee be commended for its work. Carried.

Further comment and observations were made by the Executive Committee on the wise, effective, and careful guidance given by the chairman of the Committee on Revision of the Bylaws at the meeting of the CAP Conference at St. Mary's Lake. It was also pointed out that in reality the entire work as well as the goals assigned to the Committee on Revision of the Bylaws is an integral and indispensable part of the CAP.

HOUSING NEEDS: *Karl H. Berns*, assistant secretary for Business, and *A. C. Flora*, chairman of the Board of Trustees, reported on this point. The increased needs at the headquarters office have now made it imperative that plans get under way as soon as possible for additional space. It was pointed out that a building program for the NEA is a part of the CAP.

Mr. Flora advised the committee that recent investigations indicate various alternatives available to the NEA in regard to increased office space. *Mr. Flora* stated that following several conferences and investigations as well as meetings with architectural consultants, it appears that the most desirable site is that of the present NEA, where construction should begin as soon as possible.

MOTION PICTURE PROJECT: *Executive Secretary Givens* reported on completion of the production of "What Greater Gift?" This is the second of a series of motion pictures to be produced in the five year motion picture project undertaken in a cooperative agreement between the National Association of Secretaries of State Education Associations and the NEA. Work on the third motion picture is now in process, and the plan includes the completion of two more films. *Executive Secretary Givens* reported that there has been enthusiastic reception of this project and that plans are moving ahead satisfactorily in the cooperative project.

ADULT EDUCATION ASSOCIATION: *Executive Secretary Givens* reviewed events which led up to the organizing of the Adult Education Association, particularly the fact that the new organization is the result of a consolidation of the forces of the former Department of Adult Education of the NEA and the American Association for Adult Education. *Executive Secretary Givens* pointed out to the committee the desirability of maintaining a close relationship with the Adult Education Association and, therefore, the advisability of recommending to the Board of Directors and to the Representative Assembly the establishment of a joint committee between the NEA and the Adult Education Association. Such a joint committee would be similar to the joint committees which the NEA maintains with several other organizations.

The proposed resolution to be presented to the Representative Assembly creating this joint committee was reviewed by the Executive Committee.

Executive Secretary Givens advised members of the Executive Committee that the Division of Adult Education Service is functioning and will continue to function as a part of the NEA.

Saturday, June 28, 1952

The meeting of the Executive Committee convened at 8:45 A.M. with all members present:

BUDGET REPORT: The report of the Budget Committee was presented by *Karl H. Berns*, assistant secretary for Business, who analyzed the various items of proposed income and proposed expenses for 1952-53. The statement was made that the total budget for the school year 1952-53 will be approximately \$2,750,150. It was especially pointed out that it has been customary for a long period of years to prepare budgets on the basis of actual income of the immediate preceding year.

Attention was called by *Executive Secretary Givens* to the item in the budget "support for state journals." In this connection, it was pointed out by *Executive Secretary Givens* that this policy of support to state journals seems exceedingly wise and is an investment in good will.

Motion was made by *Mr. Gayman*, seconded by *Mr. Gillingham*, and carried, that the budget be transmitted to the Board of Directors with Executive Committee approval.

MEMBERSHIP REPORT: The report was made by *Joy Elmer Morgan*, director of the Division of Publications and chairman of the Staff Committee on the Centennial Action Program.

A brief history of membership records of the NEA was given. There has been substantial gain in membership during the last decade. Particular emphasis was placed on the observation, in which all members of the Executive Committee concurred, that the basis for membership goals and gains is in the local associations, whose programs of leadership and service should be closely related to similar programs within the state education associations, which in turn would ally their programs of leadership and service to that of the parent body, the National Education Association. In this connection, it was also the consensus of opinion of the Executive Committee that careful attention should be given, whenever feasible and possible, to a close working relationship with all departmental interests, not only on a national basis but on a local and state basis as well.

Relative to the establishment of membership goals for the coming year, the information was given that state membership goals between 1952 and 1957 will be based on the total number of teachers within each state, rather than on the total number of teachers who are members of their state associations.

THE CENTENNIAL ACTION PROGRAM: The report was made by *Corma Mowrey*, chairman of the Centennial Action Program Conference, held at St. Mary's Lake at Battle Creek, Michigan, June 24-27, 1952.

One hundred forty-five persons attended the conference at St. Mary's Lake. The chairman reported to the members of the Executive Committee that the conference was highly successful, and that it was the consensus of opinion that the conference at St. Mary's Lake gave all participants an opportunity to understand more thoroly the aims and objectives of the CAP. The conference at St. Mary's Lake had a special significance in that it brought together affiliated state and local associations, departments, committees, and commissions of the NEA for the purpose of discussing the common problems of these various NEA units and their relationships, responsibilities, and opportunities as far as the Centennial Action Program is concerned.

In presenting to the Executive Committee the report which was adopted by the members of the CAP Conference, *Miss Mowrey* emphasized particularly to the Executive Committee the fact that inherent in the report is the recommendation that a united profession is the ultimate in the goals of the Centennial Action Program—further, that a united profession needs and requires an adequate headquarters, and that the members of the CAP Conference recommend to the Board of Trustees that they carry forward such a program with boldness and vision. It was recognized by members of the CAP Conference at St. Mary's Lake that the opportunities for growth, service, and development embodied in the Centennial Action Program were almost limitless, and it was urged that all units of the NEA undertake intensive study and action of the areas covered by the 21 goals of the CAP.

William G. Carr, associate secretary, commented on the importance of an immediate analysis of the recommendations made at the Centennial Action Program at St. Mary's Lake and included in these comments were suggestions for possible groupings of the recommendations as follows:

1. The recommendations from the conference which should be referred to the Staff Committee on the Revision of Bylaws.
2. Recommendations from the conference which should be referred to the Staff Committee on the Centennial Action Program.
3. Recommendations which should have serious study by the Executive Committee and which in a sense refer to the very heart of the NEA program including its relationship with state and local associations and its relationship with departments.

It was pointed out by *Mr. Carr* that such an analysis is definitely tied in with the success of the 1957 Centennial Action Program and demands vigorous action now. The consensus of opinion was that it would be wise and advisable to so analyze

the report of the Centennial Action Program Conference for presentation at the meeting of the Executive Committee on Saturday, July 5.

A report of the progress of the Centennial Action Program during its first year was given by *Joy Elmer Morgan*, chairman of the Staff CAP Committee.

Four types of approach have been initiated to implement the CAP during this first year. They are (a) personal conferences, (b) personal correspondence, (c) a special type of conference, such as that held at St. Mary's Lake, and (d) special publications. It was the recommendation that these initial efforts be expanded, and it was particularly recommended that everything possible be done to motivate, encourage, and recognize the Centennial Action Program activities of local associations. Mention was made of the importance of the National Achievement Project as one of the important outcomes of the CAP Conference at St. Mary's Lake.

The report was made that 54 out of 67 state and territorial education associations and about 1500 local associations out of a potential of 4500 affiliated local associations have adopted CAP in principle.

The following constitutes a resume of certain statements made by members of the Executive Committee concerning aspects of the Centennial Action Program:

There seems to be general agreement on the goals of the Centennial Action Program. There is some disagreement on the methods and motivation for working out some of these goals.

The matter of department relationships in connection with the dues aspect of the unification program of the CAP needs careful and judicious handling. In this connection the comment was made that the Centennial Action Program would be considerably stronger, if the department segments of the NEA could bring about within their own ranks a sense of responsibility for certain goals of the CAP which fall within their province.

The CAP belongs to the entire teaching profession which is represented by the NEA and its motivation and promotion should be undertaken by the profession as a whole with whatever special emphasis would be taken by the affiliates, departments, committees, and commissions of the NEA.

The observation was made that careful directives need to be worked out in connection with the work with local associations. This could apply particularly in local associations, some of which may be made up almost exclusively of classroom teachers and others which may be made up almost exclusively of administrators. With both understanding and sympathetic direction from the standpoint of the administrative heads of such local associations, the CAP Staff Committee, the NEA field workers, and responsible department officers and staffs, all of whom should be working together for the common goals of the CAP, the possibilities of infringement are not likely.

The Centennial Action Program is one which involves slow, solid educational growth based on goodwill.

The Centennial Action Program provides all segments of the NEA—affiliates, departments, committees, and commissions, with an opportunity to evaluate their own programs in relation to the program of the parent organizations. This evaluation is necessary and advisable because we are at a turning point in the field of education.

The affiliates, departments, committees, and commissions should work out within their own programs how to achieve and contribute to the CAP. In some cases this may involve the appointment of CAP Committees; however, these committees should be initiated and appointed at the discretion of the affiliate, department, committee, or commission concerned. Affiliates, that is state education associations or local associations, may wish to promote and motivate CAP thru their regularly constituted executive boards.

The instructional program of the NEA is largely the responsibility of the departments of the NEA. Not only do the departments establish criteria for instruction; thru their own offices and staffs, the departments of the NEA provide instructional services which, without the departments as such, the NEA would undoubtedly be called upon to provide.

The plan of approach for next year from the standpoint of the staff includes the following setup:

The Division of Membership and the Staff Committee for CAP will function during the coming year as in the past year, the principal change being that, at the request of the Director of the Division of Publications, he will be relieved of the chairmanship of the CAP Staff Committee. The chairman of the CAP Staff Committee will be the assistant secretary for Professional Relations.

AMERICAN EDUCATION WEEK: *Ivan A. Booker*, director of American Education Week, which will function henceforth as a part of the Division of Press and Radio, reported to the Executive Committee.

The thirty-second annual observance of American Education Week will have as its theme "Children in Today's World." Following are some of the points which were mentioned in connection with plans as they are being developed for AEW:

1. The desirability of enlisting more sponsor participation
2. Greater participation on the part of local and state associations
3. Promotion of an idea that AEW is a program of and for everyone engaged in the field of education and is not designed to be undertaken as a favor to or as a directive from the NEA.

The comment was made that it is necessary to engage clerical help on a seasonal basis to take care of the work of AEW. Comment was made on the quantity of materials which are made available in connection with AEW, including the fact that the disposition of these materials always involved considerable accounting work.

Mr. Booker sought the advice and counsel of the Executive Committee concerning the participation of the President of the NEA on the "Quiz Kids" radio program. He also sought advice on the matter of the manner in which the Lord and Taylor Award could be used most effectively and appropriately in connection with American Education Week. At a late meeting it was moved by *Mr. Miller*, seconded by *Miss Shull*, and carried, that an effort be made to secure *Loretta Young* for a radio or television program, movie or recording, that in the event *Loretta Young* is not available, that an effort be made to secure *Charles Laughton* for a similar program.

LEGISLATION: *James L. McCaskill*, director of the Division of Legislation and Federal Relations, reported to the Executive Committee.

The committee was provided with material covering the following points:

1. History and Function of the Division of Legislation and Federal Relations
2. Status of Federal Aid Legislation
3. Federal Aid for School Construction
4. Exemption of Teachers' Retirement Income
5. Controlled Materials Program
6. Educational Benefits for Korean Veterans (HR 7656 and S 3199)
7. Status of Other Legislation
8. Tentative Outline of the Legislative Program at State and Local Level.

Mr. McCaskill reviewed for the members of the Executive Committee certain of the above listed items in some detail, none of which required action.

AUDITOR'S REPORT: *Karl H. Berns*, assistant secretary for Business, reported on this point.

The auditor has expressed satisfaction with the fiscal operation of the year. The NEA was in a good cash position at the end of the fiscal year.

In looking to the future emphasis was placed on the fact that some immediate as well as long range plans should be considered for a building program. On this point considerable discussion was held concerning the matter of the allocation of funds to the permanent fund for the purpose of construction. There was also considerable discussion on the matter of budgeting for the purpose of construction.

Several members of the Executive Committee expressed emphatic opinions concerning the advisability of allocating funds for professional employees who would contribute to the over-all increased services of the NEA. This led to the discussion of the point in the agenda which stated that it was believed not wise to add any professional employees for this year. The members of the Executive Committee concurred in the belief that there is necessity for a building fund; however, at the

same time members of the committee stated that they were not in sympathy with a policy which would seem to be designed not to increase professional services when appropriate income seemed to justify such increases.

Four points calling for increased services were mentioned: (a) big city conferences; (b) instructional conferences such as the conference held at Toledo in 1951; (c) CAP conferences such as the conference held at St. Mary's Lake; and (d) improvement and expansion of services to local associations.

It was pointed out that the Reserve and Contingency Fund could be drawn upon to take care of any urgent needs for increased professional services.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION: *T. M. Stinnett*, secretary of the National Commission on Teacher Education and Professional Standards, reported to the Executive Committee. He stated that the problem inherent in the establishment of a National Council for Accreditation of Teacher Education has been under study for over a period of five years, that the core of the entire problem as well as the proposed function of such a council is one primarily concerned with the raising of the standards of the teaching profession, that the profession needs an overall accrediting agency, that the National Education Association is the organization representing education in the United States which the teaching profession should and does logically look to for leadership in this respect, and that the services which would be rendered by such a proposed council logically belong within the framework of services rendered by the NEA.

It was reported that tentative plans which have been discussed regarding the establishment and operation of such a proposed council might call for a budget of \$125,000 beginning in 1954, and that tentatively the budget of \$125,000 would be derived as follows: \$50,000 from the American Association of Colleges for Teacher Education; \$50,000 from the National Education Association; and \$25,000 from Foundation resources.

This budget would probably be necessary for a period of two or three years after which it is anticipated that funds would be built up from fees for services.

It was stated that the moral and financial support of the NEA is indispensable to the success of the plan for the proposed council.

There was some discussion concerning representation on the council and the relationship, from the standpoint of numbers, of the NEA to the other organizations which will be represented on the 21 member body of the proposed council.

The question was advanced concerning the actual functioning of the council—that is, would it be a creative or an administrative body. *Mr. Stinnett* advised that the plan as conceived provided for the council to act as an administrative body which would employ staff for devising criteria.

William G. Carr, associate secretary, called to the attention of the Executive Committee that if the Representative Assembly adopts the resolution to establish a National Council for the Accreditation of Teacher Education, it is a commitment which virtually obligates the NEA to support the council both morally and financially.

A. C. Flora, chairman of the Board of Trustees, in commenting on the financial aspects of the proposed council, stated emphatically that if the services of the proposed council are wanted and needed by the teaching profession, budgetary considerations should not stand in the way.

It was moved by *Miss Mowrey* and seconded by *Mrs. Evans* that the Executive Committee recommend for the consideration of the Representative Assembly the resolution proposing to establish the National Council for the Accreditation of Teacher Education. Unanimously adopted. Other organizations that have already approved the establishment of the NCATE are: The American Association of Colleges for Teacher Education, the National Association of Chief State School Officers, the National Association of Directors of Teacher Education and Certification, and the National School Board Association.

NEA CODE OF ETHICS: *Cyrus Perry*, legal counsel for the Defense Commission who is serving as the headquarters contact on the Ethics Committee, reported to the Executive Committee. He stated that this is the first major revision of the

Code since 1929. It was further reported that there is some difficulty in preparing a Code of Ethics in that a balance must be maintained between general and specific statements.

A question was raised concerning the oath. It was reported that it is not contemplated that an oath will be presented, but a report on progress will be made.

SUMMARY OF COMMITTEE AND COMMISSION REPORTS: *Lyle W. Ashby*, assistant secretary for Professional Relations, presented the report of the Summary of Reports of Committees, Commissions, and the National Council on Teacher Retirement to the Executive Committee. Copies of the Summary of Reports were distributed to members of the Executive Committee.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL: *Lyle W. Ashby*, assistant secretary for Professional Relations, reviewed the history of the relationship with the ACEI. It was pointed out that during the next year a new executive secretary will be elected and that the ACEI is giving serious consideration to the matter of new office quarters.

Mr. Ashby suggested certain definite steps which the NEA might take. *William G. Carr*, associate secretary, offered possible suggestions for steps in the establishment of closer relations with the ACEI.

Mr. Carr added that in the event a cooperative relationship is not successful, then it is clear that the NEA must find ways and means to provide service in this area.

The Executive Committee concurred in the proposal by the associate secretary to establish closer relations with ACEI. It was moved for adoption by *Mrs. Evans* and seconded by *Miss McComb*. Unanimously carried.

FOREIGN LANGUAGES: *Lyle W. Ashby*, assistant secretary for Professional Relations, reported to the members of the Executive Committee on this point.

He reported that at the present time there is considerable interest on the part of several already organized forces in the field of foreign languages looking toward departmental status.

It was also mentioned that at the present time there are two gaps from the standpoint of instructional services as represented in the department programs, namely, foreign languages and English.

KELLOGG FOUNDATION: *William G. Carr*, associate secretary, requested authorization of the Executive Committee to ask funds in the amount of \$10,000 to \$15,000 from the Kellogg Foundation for the purpose of carrying forward a study of "Community and School." It was moved for adoption by *Mr. Phillips*, seconded by *Mrs. Caldwell*, and unanimously carried.

EDUCATIONAL POLICIES COMMISSION: *William G. Carr*, associate secretary, reported to the Executive Committee concerning the status of the staff of the Educational Policies Commission.

At the present time there is no recommendation to be made to the Executive Committee concerning a permanent secretary. It is recommended to the Executive Committee that *Wilbur Murra* shall serve as acting secretary until such time as a permanent secretary is employed, and that in the interim the Commission be empowered to employ consultants to carry on the necessary work. In this connection it was pointed out that it is the specific wish of *Mr. Murra* that he not be considered as a candidate for the position of secretary of the Educational Policies Commission.

Work currently in process in the EPC includes: (a) Two pamphlets, one for teachers and one for parents, which will be used as followup to "Moral and Spiritual Values in the Public Schools"; (b) Report on Athletics; (c) Statement on the basic role of education in American society.

REACTIVATION OF OVERSEAS TEACHER RELIEF FUND: *William G. Carr*, associate secretary, reported on this point.

On the recommendation of the Committee on International Relations, the Representative Assembly at San Francisco approved the reenactment of the Overseas Teacher Relief Fund with the primary emphasis of meeting the needs of teachers in Korea. For a variety of reasons the Executive Committee has postponed action.

It was moved by *Mr. Phillips* and seconded by *Mr. Dodge* that the Overseas Teacher Relief Fund be authorized for reactivation for January 1, 1953, with the provision that when the Executive Committee meets in October, it may be necessary to give reconsideration to the actual date of reactivation.

TRUSTEE'S REPORT: *A. C. Flora*, chairman of the Board of Trustees, reported to the Executive Committee.

In reviewing again for the Executive Committee the various alternatives open to the NEA in connection with its proposed building program, the chairman of the Board of Trustees mentioned the fact that the serious problem which is now facing the NEA concerning the housing of its staff is in effect impairing the services of the organization. The comment was again made concerning the recommendation to the Board of Directors by the Board of Trustees that the housing program and the corresponding building program to be a part of the Centennial Action Program. There was also mentioned the possibility and feasibility of the establishment of a building fund to which teachers would contribute.

Mr. Flora made the categorical statement that every dollar of the Reserve and Contingency Fund should be appropriated for services when there are evidence and opportunity for such services.

TREASURER'S REPORT: *Gertrude E. McComb*, treasurer of the NEA, submitted her report to the Executive Committee. It was moved by *Mr. Phillips* and seconded by *Mrs. Evans* that it be accepted. Unanimously carried.

NANJEMOY: The Executive Committee heard from *Karl H. Berns*, assistant secretary for Business, of the tentative plans he and *Mrs. Berns* have for the construction of a unit on the property at Nanjemoy. In this connection it was pointed out by *Mr. Berns* that in the event that such construction would be undertaken, it would be first necessary for the NEA to consider the provision of certain utilities such as water and power. The Executive Committee was unanimous in their deep appreciation to *Mr. and Mrs. Berns* for their interest in the development of the Nanjemoy project. It was explicitly stated by *Mr. Berns* that in accordance with the provisions set up in the deed of the property to Nanjemoy, all construction on the property becomes the property of the National Education Association.

APPRECIATION: *Miss Mowrey* expressed to the members of the Executive Committee her deep appreciation for the opportunity she has had for serving on the Executive Committee during the last five years. Again *Miss Mowrey* emphasized the point, that, in her opinion, the profession of education and correspondingly the professional organization representing education in the United States, the National Education Association, is at a turning point in its history. It is her opinion that with concerted effort on the part of all teachers, the profession and the organization will go forward during the next five-year period to a most successful conclusion of the Centennial Action Program in 1957.

Executive Secretary Givens stated that the profession and the professional organization, the NEA, are greatly indebted to *Miss Mowrey* for the exceptional contribution she has made during the years of the service on the Executive Committee.

Upon motion duly made and seconded, the meeting was adjourned.

WILLARD E. GIVENS, *Executive Secretary*
J. CLOYD MILLER, *President*

Saturday, July 5, 1952

The meeting of the Executive Committee convened at two o'clock on July 5 at the Statler Hotel in Detroit. Present were: *Mrs. Sarah C. Caldwell*, president; *J. Cloyd Miller*, junior pastpresident; *David H. Stewart*, first vicepresident; *A. C. Flora*, chairman, Board of Trustees; *Gertrude E. McComb*, treasurer; *Vincent Dodge*; *Harvey E. Gayman*; *Robert C. Gillingham*; *Colon Schaibly*; *Martha Shull*; *S. David Stoney*. *Mabel Studebaker* and *Corma Mowrey* of the Board of Trustees were present. *Willard E. Givens*, executive secretary; *William G. Carr*, associate

secretary; *Glenn E. Snow*, assistant secretary for Lay Relations; *Karl H. Berns*, assistant secretary for Business; *Lyle W. Ashby*, assistant secretary for Professional Relations were present.

President Caldwell opened the meeting with introductions of the first vice-president and the newly elected members of the Executive Committee.

1953 Host City: *Belmont Farley*, director of Press and Radio Relations, and *Thomas Smith*, director of Convention Bureau, Miami Beach, requested instructions from the Executive Committee concerning the statement to be issued relative to the decision made by the Board of Directors that Miami Beach would be the host city for the 1953 meeting.

After considerable discussion, it was moved by *Mr. Gillingham*, seconded by *Miss McComb* that a formal statement be issued to the effect that at the meeting of the Board of Directors on July 5, a decision was made to hold the 1953 meeting of the NEA in Miami Beach and to hold the 1954 meeting of the NEA in New York City. Implicit in the motion was the directive that the assistant secretary for Business be authorized to proceed with arrangements relative to contracts with the host cities for 1953 and 1954. Carried unanimously.

It was moved by *Mr. Miller*, seconded by *Mr. Dodge*, that the dates for the 1953 and 1954 meetings be set as follows: Miami Beach—June 28-July 3; New York City—June 27-July 2. Unanimously carried.

PERSONNEL: *Executive Secretary Givens* explained the policy of the NEA regarding classification, and salary increments. He presented recommendations concerning reclassification and salary increments for staff members.

It was moved by *Mr. Gayman*, seconded by *Mr. Miller*, that the recommendations of the executive secretary concerning staff appointments, both temporary and permanent, classifications, and salary increments be approved. Carried unanimously.

INSTALLATION OF EXECUTIVE SECRETARY-ELECT: *Executive Secretary Givens* presented to the Executive Committee a preliminary report from the staff committee appointed by the executive secretary to consider appropriate proposals for the occasion of the formal installation of the incoming executive secretary. Members of the Committee are: *Belmont Farley*, chairman; *Lyle W. Ashby*; *Karl Berns*; *Vanett Lawler*; *Hilda Maehling*; *Wilbur Murra*; and *Glenn Snow*. The preliminary report was submitted with the view of asking for instructions as well as suggestions from members of the Executive Committee.

William G. Carr, executive secretary-elect, stated that obviously the main purpose in holding such a ceremony would be the furtherance of the name and prestige of the NEA.

There was considerable discussion regarding the appropriate time for such an occasion, this being contingent on the fact that, in order to insure proper success and dignity which the occasion demands, as many as possible of the representatives of official bodies of the NEA should be present, including state directors, representatives of state education associations, local associations, and departments. Following the discussion, it was moved by *Mr. Dodge*, seconded by *Miss Shull* that the installation ceremony begin on the evening of October 12 and continue thru October 13. Unanimously carried.

The foregoing action was predicated on the tentative proposal that the Board of Directors hold a three-day meeting on October 14-15-16 immediately following the Inaugural Ceremony—and that on October 10-11, members of the Executive Committee would convene for their fall meeting.

APPOINTMENT OF COMMISSION MEMBERS:

Educational Policies Commission: Members of the Education Policies Commission are elected by joint action of the Executive Committees of the NEA and the American Association of School Administrators. Three members will be elected to the EPC at a joint session of the Executive Committees of the NEA and the AASA between October 10-12. *President Caldwell* asked members of the Executive Committee to submit recommendations for these appointments prior to the date of the joint meeting of the Executive Committee of the NEA and the AASA.

Legislative Commission: The following persons were nominated: *Clyde Erwin* (North Carolina); *John Lumley* (Pennsylvania); *Forrest Rozzell* (Arkansas).

Election by ballot. *Mr. Lumley* and *Mr. Erwin* were elected.

National Commission for the Defense of Democracy thru Education: It was moved by *Miss Shull*, seconded by *Mr. Stewart* that *George Gore, Jr.* (Florida) be appointed by acclamation. Unanimously carried.

Election by ballot was held for the second appointment. Following are the names of persons submitted: *Mary Virginia Morris* (California); *Inez Gingerich* (Oklahoma); *Margaret Perry* (Oregon); *Henrietta Raaf* (California). *Inez Gingerich* was elected.

National Commission on Safety Education: It was moved by *Mr. Stewart*, seconded by *Miss McComb* that the following appointments be made: *M. R. Trabue* (Pennsylvania); *John McDowell* (Wisconsin); *Solon Sudduth* (Tennessee); *Mary McCune* (Connecticut); *C. L. Yarbrough* (Texas). Unanimously carried.

National Commission of Teacher Education and Professional Standards: It was moved by *Mr. Schaibly*, seconded by *Mr. Miller* that the following appointments be made: *John L. Bracken* (Missouri); *Ruth Stout* (Kansas); *Sylvia Todd* (Ohio). Unanimously carried.

National Council for Accreditation of Teacher Education: Serious consideration was given to the matter of the appointment of the six members, representing NEA, on the newly authorized National Council for Accreditation of Teacher Education. The executive secretary indicated the categories into which NEA representation might be classified: classroom teachers (3), superintendents (1), secretaries of State Education Associations (1), unclassified (1).

It was pointed out by members of the Executive Committee as well as by staff members present that appointments on the council should be given very serious consideration from several standpoints including geographical representation as well as various fields of instructional interests represented in the NEA.

After considerable discussion it was moved by *Mr. Gillingham*, seconded by *Miss McComb* that definite action concerning specific appointments be deferred until the next meeting of the Executive Committee. Unanimously carried.

NEA REPRESENTATION ON NATIONAL COMMISSION FOR UNESCO: *Executive Secretary Givens* stated that his term on the U. S. National Commission for Unesco expires April 15, 1953. It was moved by *Mr. Stewart*, seconded by *Miss Shull*, that *Executive Secretary Givens* should finish his term on the U. S. National Commission of Unesco—and that in the event *Executive Secretary Givens* is unavailable for attendance at the 1952 fall meeting of the commission, a substitute representing the NEA will attend the meeting.

PROPOSAL OF PHILLIPS FOUNDATION TO NATIONAL ASSOCIATION OF DEANS OF WOMEN: *Executive Secretary Givens* explained that a former president of the National Association of Deans of Women, an NEA Department, has offered a grant of \$50,000 to the Department to carry forward some professional work on behalf of women in education.

Executive Secretary Givens explained that such a program could involve: (a) cooperative program thru Educational Policies Commission of NEA, or (b) cooperative program involving other organizations such as American Council on Education, American Association of University Women.

It would be the natural preference of the NEA that the program be worked out thru the Educational Policies Commission.

It was moved by *Mr. Miller*, seconded by *Miss McComb* that the NEA approve the acceptance of the grant. Unanimously carried.

REGIONAL INSTRUCTIONAL CONFERENCE: *Lyle W. Ashby*, assistant secretary for Professional Relations, reviewed various aspects of the Instructional Conference which was held in Toledo, Ohio in 1951. The benefits which accrued to the departments singly and collectively, and in turn, to the NEA as the parent organization, from this type of conference were pointed out. It was also pointed out that one of the recommendations emanating from the CAP Conference at St.

Mary's Lake stated specifically that more conferences of this type should be sponsored by the NEA.

Attention was drawn to the fact that study needs to be given to the relations between NEA summer meetings, conferences of the type held at Toledo, and conferences or meetings of a regional character sponsored directly by departments. Information was also given to the committee that to plan and organize such conferences obviously is a matter of budgetary consideration.

It was moved by *Mr. Gayman*, seconded by *Miss McComb*, that further exploration and examination be made into the instructional type of conference which might be sponsored as an NEA service. Unanimously adopted.

FORD FOUNDATION: *Executive Secretary Givens* reported that definite word had been received from the Ford Foundation that funds are not available for the projects which the NEA submitted for consideration.

DEPARTMENT OF AUDIO-VISUAL INSTRUCTION: *Executive Secretary Givens* read a letter to the Executive Committee from *Paul Witt*, acting president of the Department of Audio-Visual Instruction requesting consideration of an additional member of the staff in the field of television.

COMMITTEE ON RESOLUTIONS: *Executive Secretary Givens* brought to the attention of the committee the matter of reimbursement of the Core Committee on Resolutions for maintenance and travel expenses. *William G. Carr*, associate secretary, requested deferment of this consideration until the fall meeting of the Executive Committee. It was moved by *Mr. Gillingham*, seconded by *Mr. Gayman* to defer consideration of this proposal until the fall meeting. Unanimously carried.

LIAISON WITH NEGRO STATE TEACHERS ASSOCIATIONS: It was moved by *Miss McComb*, seconded by *Mr. Dodge*, that a letter be sent to the Negro State teachers associations offering a liaison relationship with these associations along the same lines in effect during the 1951-52 school year.

JOINT COMMITTEE ON EDUCATIONAL TELEVISION: *Belmont Farley*, director of Press and Radio Relations, presented members of the Executive Committee with a brochure containing a description of the membership of the Joint Committee for Educational Television, a chart of its staff organization and a statement of the principles under which it works. *Mr. Farley* represents the NEA on the Joint Committee.

TRIBUTE TO WILLARD E. GIVENS: At the close of the meeting, *Mr. Gayman* proposed a rising vote of gratitude to *Willard E. Givens*, the retiring executive secretary of the National Education Association.

WILLARD E. GIVENS, *Executive Secretary*
SARAH C. CALDWELL, *President*

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES

WASHINGTON, D. C.

Saturday, September 15, 1951

THE Board of Trustees of the National Education Association met in the NEA headquarters, Washington, D. C., at 10:00 A.M. on Saturday, September 15, 1951, pursuant to the call of the chairman of the Board. Members present were: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *Mabel Studebaker* and *Harold A. Allan*. Also present were *Willard E. Givens*, executive secretary, and *Karl H. Berns*, assistant secretary for Business. *President J. Cloyd Miller*, member of the Board, was absent during the first part of the meeting.

The meeting was called to order by *Chairman Flora*. The minutes of the meetings held at San Francisco, California, on June 30 and July 7, 1951, were read.

It was moved by *Miss Studebaker*, seconded by *Mr. Allan* and carried, that the minutes be approved as read.

Mr. Karl H. Berns, assistant secretary for Business, gave a report on the repairs to the building and equipment of the Martinique Hotel, and also about modernizing the kitchen facilities.

Mr. Berns recommended that the quarterly payments of \$10,000 each quarter on the Martinique Hotel should be increased to \$20,000 each quarter. It was moved by *Mr. Allan*, seconded by *Miss Studebaker* and carried, that the mortgage note held by the John Hancock Mutual Life Insurance Company of Boston, Massachusetts, on the Martinique Hotel be curtailed November 11, 1951, in the amount of \$20,000 and on February 1, 1952, a like amount be paid on the mortgage note from cash in the Permanent Fund. Such curtailments to be made from cash in the Permanent Fund.

Mr. Berns reported on the financial outlook of the National Education Association. He stated that during the first three months of the fiscal year, 1951-52, the expenditures of the Association were \$78,093.84 more than for the same three months of the preceding year, and that the trend of expenditures was greater than the anticipated income.

President J. Cloyd Miller entered the meeting at this time, and reported that he was delayed because of plane difficulties.

It was moved by *Mr. Allan*, seconded by *Miss Studebaker* and carried, that out of the net operating income of \$253,078.86, for the year ending May 31, 1951, funds be transferred for the investment in United States Treasury Bonds Series 1967-1972 in the amount of \$115,000 face value to be added to the securities in the Permanent General Fund and that the amount of \$10,000 face value be added to the securities in the Building Depreciation Fund of the Permanent Fund.

Miss Studebaker moved, seconded by *Mr. Miller* and carried, that the authorization given to *Mr. Berns* in Atlantic City on February 16, 1951, to invest in United States Government Bonds Series 1967-1972, the face value of \$12,000 from cash in the reserve for Retirement Annuities be increased to \$15,000.

Miss Studebaker moved, seconded by *Mr. Schlagle* and carried, that *Mr. Givens* and *Mr. Berns* be directed to keep constantly in touch with the Mattos Property because of needed additional space for the NEA facilities.

The matter of air conditioning for the NEA headquarters building and also for the Board of Directors Room was discussed at length after which *Mr. Miller* moved, seconded by *Mr. Allan*, that *Mr. Berns* be directed to explore the cost of such improvements.

Mr. Berns reported that at a recent meeting of the Nanjemoy Advisory Board it was recommended that the Board of Trustees employ a caretaker for the property. No action was taken upon the recommendation; however, the Board informally agreed to visit the Nanjemoy property at its next meeting in Washington, D. C.

After an informal discussion, it was agreed that the Board of Trustees meet in the NEA headquarters in Washington, D. C., on October 6, 1951.

The meeting was adjourned at 5:30 P.M.

A. C. FLORA, *Chairman*
F. L. SCHLAGLE, *Secretary*

WASHINGTON, D. C.

Saturday, October 6, 1951

THE Board of Trustees of the National Education Association met in the NEA headquarters, Washington, D. C., at 11:00 A.M. on Saturday, October 6, 1951, pursuant to the call of the chairman of the Board. Members present were: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *Mabel Studebaker*, *Harold A. Allan*,

and *President J. Cloyd Miller*. Also present was *Karl H. Berns*, assistant secretary for Business.

The meeting was called to order by *Chairman Flora*. The minutes of the meeting held in Washington, D. C., on September 15, 1951, were read. It was moved by *Mr. Miller*, seconded by *Mr. Allan*, and carried, that the minutes be approved as read.

Karl H. Berns, assistant secretary of Business, reported on the Mattos Property, which is adjacent to the NEA headquarters building, as requested by the Board of Trustees. With the aid of a leading Washington, D. C., realtor, *Mr. Berns* reported that no progress toward negotiations for purchase was made. Inquiry also revealed that it was not feasible to add a third floor to the NEA garage property. He further reported that it is becoming imperative that additional space be made available for storage and the sales department if the NEA is to maintain efficient service.

Mr. Berns reported that the officers of the YWCA in Washington, D. C., had requested of him that consideration be given them regarding the leasing of a portion of the Nanjemoy property for a camp site, and that a considerable sum of money was available for investment if the proper type of lease could be agreed upon. It was moved by *Mr. Miller*, seconded by *Miss Studebaker*, and carried, that *Mr. Berns* be instructed to meet with the officers of the YWCA of Washington, D. C., and explore the possibilities of leasing a portion of the Nanjemoy property to them and report back to the Board of Trustees at its next meeting.

The meeting adjourned at 1:00 P.M. in order that the Board of Trustees might meet with the Executive Committee at 2:00 P.M. It was further agreed that the Board of Trustees would meet in the Board of Trustees Room at the NEA headquarters at 7:00 P.M. of the same day.

The adjourned meeting was called to order in executive session by *Chairman Flora* with all members of the Board of Trustees present at 7:00 P.M.

After an informal extended discussion regarding the afternoon joint meeting of the Executive Committee and the Board of Trustees concerning the selection of a secretary of the NEA, reference was made to the unanimous action of the Board of Directors on September 1, 1951, urging the Board of Trustees to spare neither time, money, nor effort in combing the country in order to find the most suitable person to become the successor of our present secretary when he retires in 1952. It was pointed out that after much careful deliberation and discussion, the Executive Committee also unanimously recommended that the Board of Trustees proceed under its present authority to select the secretary and enter into a contract with him in keeping with the action of the Board of Directors. *Mr. Miller* moved, seconded by *Miss Studebaker*, and motion carried with *Mr. Allan* dissenting, that in light of the resolutions of the Board of Directors and the Executive Committee, the Board of Trustees proceed to select a secretary and enter into a contract with him.

It was agreed that the Board of Trustees meet in the NEA headquarters in Washington, D. C., on November 3, 1951.

The meeting was adjourned at 8.30 P.M.

A. C. FLORA, *Chairman*

F. L. SCHLAGLE, *Secretary*

WASHINGTON, D. C.

Saturday, November 3, 1951

THE Board of Trustees of the National Education Association met in executive session at the NEA headquarters, Washington, D. C., at 2:00 P.M. on Saturday, November 3, 1951, pursuant to the call of the chairman of the Board. Members present were: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *Mabel Studebaker*, *Harold A. Allan*, and *President J. Cloyd Miller*.

The meeting was called to order by *Chairman Flora*. The minutes of the meeting held in Washington, D. C., on October 6, 1951, were read. It was moved by *Mr. Miller*, seconded by *Mr. Allan*, and carried, that the minutes be approved as read.

Chairman Flora discussed informally the procedures involved in selecting names of prospective candidates to be considered for the position of secretary of the National Education Association. The importance of having a wide list of representative persons over the nation consulted regarding suggested names for consideration was emphasized. After a thoro discussion of procedures, the Board while in conference drafted a letter for the chairman to use in writing persons to be selected by the Board of Trustees later in the meeting.

The Board adjourned at 5:30 P.M. and reconvened in executive session at 7:30 P.M. with all members present.

It was moved by *Miss Studebaker*, seconded by *Mr. Schlagle*, and carried, that the chairman of the Board of Trustees be instructed to send the letter which was drafted at the afternoon session of the Board of Trustees to all members of the following groups, requesting the name of the best qualified individual whom they believe worthy of consideration of the position as secretary of the National Education Association:

1. NEA Executive Committee
2. NEA Board of Directors
3. State Executive Secretaries
4. Elected NEA Pastpresidents not now in the employ of the Association
5. The eleven NEA Vicepresidents for the ensuing year
6. A small group of educational leaders that was named by the Board of Trustees.

It was agreed that after the chairman has received a sufficient number of replies, he would call a meeting of the Board of Trustees to give further consideration to the matter.

The meeting adjourned at 1:00 P.M., subject to the call of the chairman.

A. C. FLORA, *Chairman*

F. L. SCHLAGLE, *Secretary*

NEW YORK, NEW YORK

Wednesday, January 16, 1952

THE Board of Trustees of the National Education Association met in executive session at the Statler Hotel, New York City, at 10:00 A. M. on Wednesday, January 16, 1952, pursuant to the call of the chairman of the Board. All members were present: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *Mabel Studebaker*; *Harold A. Allan*; and *President J. Cloyd Miller*.

The meeting was called to order by *Chairman Flora*. The minutes of the meeting held in Washington, D. C., on November 3, 1951, were read. It was moved by *Miss Studebaker*, seconded by *Mr. Allan*, and carried, that the minutes be approved as read.

It was moved by *Mr. Allan*, seconded by *Miss Studebaker* and carried, that the amount of \$10,000 received by the National Education Association as a dividend on stock of the Linwood Hotel Corporation, be transferred to the Permanent Fund and be invested in its full amount in United States Treasury Bonds, 2½ per cent, Series 1967-1972, and that such an additional amount as may be required for purchase of these bonds in the face value of \$11,000 be taken from uninvested cash in the Permanent Fund.

After careful evaluation of the correspondence resulting from the letters which the chairman of the Board was previously authorized to send following the meeting on November 3, 1951, and after full consideration and discussion by all members of the Board of Trustees, it was decided that the members signify by ballot

their choice for the office of secretary of the National Education Association to succeed *Willard E. Givens* whose term expires on July 31, 1952.

Ballots cast were unanimously in favor of the election of *William G. Carr*, associate secretary of the National Education Association.

On motion by *Mr. Schlagle*, seconded by *Miss Studebaker*, *William G. Carr* was unanimously elected secretary of the National Education Association of the United States for a term of four years beginning August 1, 1952, at an annual salary of \$25,000.

On motion by *Mr. Allan*, seconded by *Mr. Miller*, and carried, it was authorized that the chairman and secretary of the Board of Trustees enter into contract with *William G. Carr* for employment as secretary of the National Education Association under terms of the previous motion.

Chairman Flora telephoned *Dr. Carr* long distance in Washington, D. C. requesting that he meet with the Board in the morning at the Statler Hotel, New York City.

The meeting adjourned at 6:30 P. M. to reconvene at 9:00 A. M. on Thursday, January 17, 1952.

A. C. FLORA, *Chairman*
F. L. SCHLAGLE, *Secretary*

NEW YORK, NEW YORK

Thursday, January 17, 1952

THE adjourned meeting of January 16, 1952, of the Board of Trustees was called to order at 9:00 A. M. on Thursday, January 17, 1952, by *Chairman Flora*. All members were present. At the request of the Board, *William G. Carr* was also present.

Mr. Flora informed *Mr. Carr* that he had been unanimously elected secretary of the National Education Association by the Board of Trustees at its meeting January 16, 1952, and that he had been called before the Board to notify him of this action. On behalf of the Board, the chairman outlined the scope, duties and responsibilities of the secretary of the Association as determined by the Board of Trustees and reviewed the steps taken by the Board in choosing the secretary.

Mr. Carr thanked the Board for the confidence it had placed in him, and the responsibilities entailed in the position were discussed. The discussion revealed that his principal thought was for the welfare and future progress of the Association.

The Board excused *Mr. Carr* from the meeting to consider the proposal. Upon his return he accepted the position as secretary of the National Education Association under the terms adopted by the Board.

The meeting adjourned at 11:45 A. M. to meet in St. Louis, Missouri, on Sunday, February 24, 1952, at the Statler Hotel.

A. C. FLORA, *Chairman*
F. L. SCHLAGLE, *Secretary*

ST. LOUIS, MISSOURI

Sunday, February 24, 1952

THE Board of Trustees of the National Education Association met at the Statler Hotel, St. Louis, Missouri, at 12 o'clock noon on Sunday, February 24, 1952, pursuant to the call of the chairman of the Board. Members present were: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *Mabel Studebaker*, *Harold A. Allan*, and *President J. Cloyd Miller*. Also present were *Willard E. Givens*, executive secretary and *Karl H. Berns*, assistant secretary for Business.

The meeting was called to order by *Chairman Flora*. The minutes of the meetings

held in New York City on January 16 and 17, 1952, were read. It was moved by *Mr. Allan*, seconded by *Miss Studebaker*, and carried, that the minutes be approved as read.

Chairman Flora reported that the election of *William G. Carr* as secretary of the National Education Association had been confirmed by signed contract.

Mr. Berns reported that the dividends on the stock of the Linwood Hotel Corporation were transferred to the Permanent Fund and invested in U. S. Treasury Bonds, Series 1967-72, according to the instructions of the Board of Trustees at its meeting on January 16, 1952.

Chairman Flora discussed the policy of purchasing securities, relating that at the present time all maturing stocks and bonds have been replaced by U. S. Government Bonds. The earlier policy of the Board of Trustees was that the securities were distributed between federal, state and municipal bonds. At the present rate of transfer, the portfolio will soon include only U. S. Government Bonds. *Chairman Flora* requested that the policy of investment be restudied, and at the next meeting of the Board, the matter be discussed and advice of financial experts be obtained.

Mr. Allan discussed the importance of keeping the amount of cash on hand for meeting current monthly operation to a minimum and such amounts not needed be invested in short-term U. S. Treasury Notes. It was the sense of the Board that these investments should be made earlier in the year than in the past for security reasons and additional income.

Mr. Berns reported on conferences he had with three air-conditioning companies regarding the air conditioning of the National Education Association headquarters building. All three companies recommended against the project because of prohibitive cost; however, they did recommend the possibility of air conditioning the Board of Directors room, the office of the president, and the Board of Trustees room. *Mr. Berns* discussed at length the conferences he had with these contractors, and in accordance with this discussion, *Miss Studebaker* moved, seconded by *Mr. Miller*, and carried, that *Mr. Berns* be authorized to proceed with the air conditioning of the Board of Directors room, the president's office, and the Board of Trustees room, the cost not to exceed \$5000 and to be paid from income from the Permanent Fund.

The M Street property was discussed by *Mr. Berns*. One building at present houses the Travel Division on one floor and on the other floor the Audio-Visual Department. The other property at present is rented, however, at a cheaper rate than space in the Martinique Hotel. Additional space for 1953 was also discussed. On motion by *Mr. Allan*, seconded by *Mr. Miller* and carried, *Mr. Berns* was directed to study the M Street property and the cost for reconditioning it for use by the National Education Association, and report to the Board at its next meeting.

Chairman Flora requested *Mr. Berns* to be prepared to make a report to the Board at its next meeting on the entire insurance coverage on NEA property.

The Board of Trustees adjourned to meet in Washington, D. C., on April 26, 1952.

A. C. FLORA, *Chairman*
F. L. SCHLAGLE, *Secretary*

WASHINGTON, D. C.

Saturday, April 26, 1952

THE Board of Trustees of the National Education Association met at the National Education Association headquarters, Washington, D. C., at 10:00 A. M. on Saturday, April 26, 1952, pursuant to the call of the chairman of the Board. Members present were: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *Mabel Studebaker*, *Harold A. Allan*, and *President J. Cloyd Miller*. Also present were *Willard E. Givens*, executive secretary; *Karl H. Berns*, assistant secretary for Business; and *William G. Carr*, associate secretary.

The meeting was called to order by *Chairman Flora*. The minutes of the meeting held in St. Louis on February 24, 1952, were distributed to each member by the secretary. It was moved by *Miss Studebaker*, seconded by *Mr. Allan* and carried, that the minutes be approved as furnished by the secretary.

Chairman Flora presented an agenda for the meeting which included items principally concerned with the physical properties of the National Education Association.

Mr. Berns reported on the insurance on the National Education Association building and the annex. His report set out the amount of insurance on the original section of the National Education Association building, the main building and the annex, indicating that it was insured under the 80% co-insurance plan. Since the last meeting of the Board of Trustees, *Mr. Berns* had employed an engineering firm to give an estimate of replacing the present National Education Association properties in case of disaster. Following *Mr. Berns's* report, there was a thorough discussion of the insurance problem regarding the future insurance plan.

It was moved by *President Miller*, seconded by *Mr. Allan* and carried, that *Mr. Berns* proceed with insuring the National Education Association properties under the 90% co-insurance plan, using the revised figures of the engineering firm as the basis for our insurance. This will increase the fire and extended coverage in the amount of \$435,510 representing 90% of the present replacement value making a total coverage of \$926,910 which includes the 16th Street and M Street properties with the exception of the Martinique Hotel.

Mr. Berns reported on fire safety including the improving of the operation of fire doors in the basement, fire alarm system, automatic sprinklers and A.D.T. System. *Chairman Flora* instructed *Mr. Berns* to give further study to this matter and report back at the next meeting.

The automobile parking problem at and around the National Education Association building was discussed; however, no action was taken.

President Miller moved, seconded by *Mr. Allan* and carried, that the Board of Trustees authorize the executive secretary of the National Education Association to sign for an account with the Civil Property Custodian, which represents royalties from the translation and publications in Japan of National Education Association copyrighted literary works which have been placed in the name of the National Education Association and are not allowed to be taken out of Japan at the present time. Such accounts are to be signed for by the executive secretary of the National Education Association.

On motion of *Miss Studebaker*, seconded by *President Miller* and carried, *Mr. Berns* was to have an exhaust installed in the mailing room to be paid for from income from the Permanent Fund.

Chairman Flora discussed the policy of purchasing securities relating to maturing stocks and bonds and the replacement of these securities by United States Government Bonds. *Mr. Berns* reported on a study he had made and conferences he had had with leading bankers in Washington, D. C., regarding this matter. The Board of Trustees unanimously decided to make no change in its policy concerning investments and to continue to invest in United States Government Bonds and also in state and municipal securities.

The meeting adjourned at 6:00 P. M. to reconvene at 10:00 A. M. on Sunday, April 27, 1952.

A. C. FLORA, *Chairman*

F. L. SCHLAGLE, *Secretary*

WASHINGTON, D. C.

Sunday, April 27, 1952

THE adjourned meeting of April 26, 1952, of the Board of Trustees was called to order at 10:00 A. M. on Sunday, April 27, 1952, by *Chairman Flora*. All Board

of Trustees members were present. Also present were *Willard E. Givens* and *Karl H. Berns*.

Chairman Flora, after calling the meeting to order, continued the discussion from the previous day regarding the National Education Association properties. *President Miller* moved, seconded by *Mr. Allan* and carried, that *Mr. Berns* be directed to apply to the Zoning Board for the rezoning of up to two floors of the Martinique Hotel for educational research and office occupancy by the National Education Association. It was moved by *Mr. Miller*, seconded by *Mr. Allan* and carried, that the Board of Trustees request the Linwood Hotel Corporation to lease up to two floors of the Martinique Hotel for educational research and other related educational activities.

It was moved by *President Miller*, seconded by *Miss Studebaker* and carried that the executive secretary and assistant secretary for Business of the National Education Association be authorized to repair the property on M Street, Number 1523, for rental of space for the Association.

It was moved by *President Miller*, seconded by *Mr. Schlagle* and carried, that the executive secretary be authorized to make other alterations as seems advisable for the housing of the staff.

The Board of Trustees studied the condensed report of the financial conditions of the National Education Association as of March 31, 1952, the discussion being led by *Mr. Allan* and *Mr. Berns*.

It was moved by *President Miller*, seconded by *Mr. Schlagle* and carried, that the chairman of the Board be authorized to purchase such additional property on M Street that would be advantageous to the future of the National Education Association.

It was moved by *Miss Studebaker*, seconded by *President Miller* and carried, that *Chairman Flora* explore available sites for constructing a new National Education Association building.

The Board of Trustees had previously directed *Chairman Flora* to invite *Joseph H. Saunders*, architect, to appear before the Board to discuss with them possible future expansion of the present National Education Association headquarters building and to make studies for such possible expansions. *Mr. Saunders* came before the Board at this time.

The Board of Trustees adjourned at 1:00 P. M. to meet again subject to the call of the chairman of the Board.

A. C. FLORA, *Chairman*
F. L. SCHLAGLE, *Secretary*

WASHINGTON, D. C.

Saturday, June 14, 1952

THE Board of Trustees of the National Education Association met at the National Education Association headquarters, Washington, D. C., at 9:00 A. M. on Saturday, June 14, 1952, pursuant to the call of the chairman of the Board. Members present were: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *Mabel Studebaker*, *Harold A. Allan*, and *President J. Cloyd Miller*. Also present were *Willard E. Givens*, executive secretary; *Karl H. Berns*, assistant secretary for Business; and *William G. Carr*, associate secretary.

The meeting was called to order by *Chairman Flora*. The minutes of the meetings held in Washington, D. C. on April 26 and 27, 1952, were distributed to each member by the secretary. It was moved by *President Miller*, seconded by *Miss Studebaker* and carried, that the minutes be approved as furnished by the secretary.

A report of the Board of Trustees for the year ending May 31, 1952, on the Permanent Fund and properties of the Association as prepared by *Mr. Berns*, was discussed at length by the Board. It was moved by *President Miller*, seconded by *Miss Studebaker*, and carried, that this annual financial report be adopted and printed for distribution at the Detroit meeting of the Association.

Joseph H. Saunders, architect, Alexandria, Virginia, appeared before the Board at this time with several plans for possible expansion of the NEA headquarters as related to the future needs of the Association. He also gave estimates of costs of the different plans and combinations of plans as discussed with *Mr. Saunders* present.

It was moved by *Miss Studebaker*, seconded by *President Miller*, and carried, that the chairman be authorized and directed to purchase such additional property that would be advantageous to the future of the National Education Association.

It was moved by *Miss Studebaker*, seconded by *Mr. Miller*, and carried, that the Board direct *Mr. Berns* to investigate the competency, financial rating and experience of several architects preparatory to entering into a contract for preparing plans for specifications for the anticipated NEA headquarters building expansion.

The following resolution was adopted on motion by *Mr. Allan*, seconded by *Miss Studebaker*, and carried:

"Resolved: That American Security and Trust Company, as a designated depository of this corporation be and it is hereby requested, authorized and directed to honor all checks, drafts or other orders for the payment of money drawn in this corporation's name on and after August 1, 1952, on its special account (including those drawn to the individual order of any person whose name appears thereon as signer thereof) when bearing or purporting to bear the facsimile signature of the following: *William G. Carr* as secretary (executive secretary) and American Security and Trust Company shall be entitled to honor and to charge this corporation for all such checks, drafts, or other orders for the payment of money, regardless of, by whom, or by what means the actual or purported facsimile signature thereon may have been affixed thereto, if such facsimile signature resembles the facsimile specimens from time to time filed with the American Security and Trust Company by the secretary or other officers of this corporation; and

"Further Resolved: That all previous authorizations for the signing and honoring of checks, drafts, or other orders for the payment of money drawn on the said special account by this corporation are hereby continued in full force and effect as amplified hereby."

The following resolution was adopted on motion by *Mr. Allan*, seconded by *Miss Studebaker* and carried:

"Resolved: That *Gertrude E. McComb*, the treasurer of the National Education Association of the United States is authorized and instructed to continue a delegate account for and in the name of this organization with The National Metropolitan Bank of Washington in the city of Washington, D. C., to deposit therein funds of the organization and that said account may be drawn on only by check signed in the name of the organization by its executive secretary (on and after August 1, 1952) *William G. Carr* until further notice in writing to said The National Metropolitan Bank of Washington, and the said The National Metropolitan Bank of Washington shall not be required, in any case, to make inquiry respecting the application of any instrument, executed in virtue of this resolution or of the proceeds therefrom, nor be under any obligation to see the application of such instrument or proceeds."

The above resolution is in accord with the Bylaws of this organization

The following resolution was adopted on motion by *Miss Studebaker*, seconded by *President Miller* and carried:

"Resolved: That *Gertrude E. McComb*, the treasurer of the National Education

Association of the United States is authorized and instructed to continue a deposit account for and in the name of this organization with The National Metropolitan Bank of Washington in the city of Washington, D. C., to deposit therein funds of the organization and that said account may be drawn on only by check signed in the name of the organization by its treasurer, *Gertrude E. McComb* and countersigned by its executive secretary (on and after August 1, 1952) *William G. Carr* until further notice in writing to said The National Metropolitan Bank of Washington, and the said The National Metropolitan Bank of Washington shall not be required, in any case, to make inquiry respecting the application of any instrument executed in virtue of this resolution or of the proceeds therefrom, nor be under any obligation to see the application of such instrument of proceeds."

The above resolution is in accord with the Bylaws of this organization.

The following resolution was adopted on motion by *Mr. Allan*, seconded by *Miss Studebaker* and carried:

"Resolved: That The National Metropolitan Bank of Washington, Washington, D. C., as a designated depository of this corporation be and it is hereby requested, authorized and directed to honor all checks, drafts, or other orders for the payment of money drawn in this corporation's name (including those drawn to the individual order of any person or persons whose names appear thereon as signer or signers thereof) on the delegate account when bearing the facsimile signature of *William G. Carr*, executive secretary, as shown directly below.

"WILLIAM G. CARR"

and The National Metropolitan Bank of Washington, Washington, D. C., shall be entitled to honor and to charge this corporation for all such checks, drafts or other orders for the payment of money, regardless of by whom or by what means the actual facsimile signature or signatures thereon, may have been affixed thereto.

"Further Resolved: That all previous authorizations for the signing and honoring of checks, drafts or other orders for payment of money drawn on the said The National Metropolitan Bank of Washington, Washington, D. C., by this corporation are hereby continued in full force and effect as amplified hereby."

The following resolution was adopted on motion by *President Miller*, seconded by *Miss Studebaker*, and carried:

"Resolved: That the chairman and/or the secretary of the Board of Trustees and the secretary (executive secretary) of the National Education Association of the United States are authorized to borrow from time to time on behalf of this corporation from the American Security and Trust Company, Washington, D. C., and/or The National Metropolitan Bank, Washington, D. C., such sums of money not to exceed two hundred fifty thousand dollars, for such times and upon such terms as may to them seem advisable, and to execute notes and renewals thereof, extensions or agreements in the name of the corporation for the repayment of any sum so borrowed, and to pledge any securities owned by the Association in payment thereof.

"This resolution to be in full force until further notice in writing to said American Security and Trust Company, and the said bank shall not be required, in any case, to make inquiry respecting the application of any instrument executed in virtue of this resolution or of the proceeds therefrom, nor be under any obligation to see to the application of such instrument or proceeds."

The following resolution was adopted on motion by *Miss Studebaker*, seconded by *Mr. Allan* and carried:

"Resolved: Since the executive secretary of the National Education Association is likely to be absent from the United States during August, 1952, the Board of Trustees empowers any one of the assistant secretaries; namely *Karl H. Berns*, *Lyle W. Ashby*, or *Glenn E. Snow*, to perform any of the duties of the executive secretary as assigned by him during such absence."

The Board of Trustees adjourned at 6:00 P. M. to meet in Detroit, Michigan, at the Hotel Statler on Sunday, June 29, 1952, at 10:00 P. M.

A. C. FLORA, *Chairman*

F. L. SCHLAGLE, *Secretary*

DETROIT, MICHIGAN

Sunday, June 29, 1952

THE Board of Trustees of the National Education Association met at the Statler Hotel, Detroit, Michigan, at 10:00 P. M. on Sunday, June 29, 1952, pursuant to the call of the chairman of the Board. Members present were: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *Mabel Studebaker*, *Harold A. Allan*, and *President J. Cloyd Miller*. Also present were *Willard E. Givens*, executive secretary, and *Karl H. Berns*, assistant secretary for Business.

The meeting was called to order by *Chairman Flora*. The minutes of the meeting held in Washington, D. C., on June 14, 1952, were read. It was moved by *President Miller*, seconded by *Miss Studebaker*, and carried, that the minutes be approved as read.

The following resolution was adopted on motion by *President Miller*, seconded by *Mr. Allan*, and carried:

Resolved: That *Gertrude E. McComb*, the treasurer of the National Education Association of the United States is authorized and instructed to open a deposit account for and in the name of this Organization with the Union Trust Company of the District of Columbia in the city of Washington, D. C., to deposit therein funds of the Organization and that said account may be drawn on only by check signed in the name of this treasurer, *Gertrude E. McComb*, and countersigned by its executive secretary (August 1, 1952), *William G. Carr* until further notice in writing to said Union Trust Company of the District of Columbia and the said Union Trust Company of the District of Columbia shall not be required, in any case, to make inquiry respecting the application of any instrument executed in virtue of this resolution or of the proceeds therefrom, nor be under any obligation to see to the application of such instrument or proceeds.

The above resolution is in accord with the Bylaws of this Organization.

It was moved by *Miss Studebaker*, seconded by *President Miller*, and carried, that *Chairman Flora* and assistant secretary for Business *Karl H. Berns* be authorized to enter into a contract for acquiring real property at 1519 M Street for the sum of \$42,150, and also to continue the leases to the present occupants.

It was moved by *Miss Studebaker*, seconded by *President Miller* and carried, that the sum of \$140,000 be transferred from the balance of the net operating income of the fiscal year ending May 31, 1952, to the Permanent Fund, with the understanding that the transferral be not made until membership funds for the ensuing year are at hand.

It was moved by *Mr. Allan*, seconded by *Miss Studebaker*, and carried, that the sum of \$10,000 be transferred from the net income from operations of the fiscal year ending May 31, 1952, to the Reserve Building Depreciation Fund.

The meeting adjourned at 11:55 P.M.

A. C. FLORA, *Chairman*

F. L. SCHLAGLE, *Secretary*

DETROIT, MICHIGAN

Saturday, July 5, 1952

THE new Board of Trustees held a meeting at the Statler Hotel at 10:30 A.M. on Saturday, July 5, 1952, in accordance with the printed notice thereof. The following members were present: *A. C. Flora*, chairman; *F. L. Schlagle*, secretary; *President Sarah Caldwell*, *Mabel Studebaker*, and *Corma Mowrey*. Also present were *Willard*

E. Givens, executive secretary; *William G. Carr*, associate secretary; and *Karl H. Berns*, assistant secretary for Business.

The meeting was called to order by *Willard E. Givens*, executive secretary of the National Education Association.

Reorganization of the Board of Trustees for the year, 1952-53, was the first order of business. On motion by *Mr. Schlagle*, seconded by *Miss Mowrey* and carried, *A. C. Flora* was reelected chairman of the Board. On motion by *Miss Studebaker*, seconded by *Miss Mowrey* and carried, *F. L. Schlagle* was reelected secretary.

It was moved by *Miss Mowrey*, seconded by *Miss Studebaker* and carried, that the recommendation of *Willard E. Givens*, executive secretary, concerning the cancelling of Life Memberships of those reported deceased from June 1, 1951, to May 31, 1952, and Life Members as listed in the recommendation who have not completed their payments or who have requested that they be dropped from the roll of Life Members, be approved.

It was moved by *Miss Studebaker*, seconded by *Miss Mowrey* and carried, that *Karl H. Berns*, assistant secretary for Business, compile a list of available competent architects to be submitted to the Board of Trustees at its next meeting in order that one may be selected to prepare plans and specifications for the proposed building addition on the National Education Association properties.

The Board instructed *Mr. Berns* to announce to the staff the plans of the Board of Trustees regarding building expansion, and to solicit suggestions from them to be incorporated in the new building addition.

The Board unanimously instructed *Secretary Schlagle* to write a letter of appreciation to *Harold A. Allan* for his many years of faithful and efficient service to the National Education Association.

The meeting adjourned at 11:00 A.M., subject to the call of the chairman.

A. C. FLORA, *Chairman*
F. L. SCHLAGLE, *Secretary*

DEPARTMENTS OF THE NATIONAL EDUCATION ASSOCIATION

This section includes a summary of the activities and achievements of the departments for the year 1951-52.

A complete list of departmental officers for 1951-52 will be found in the NEA Handbook.

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

President—CLIFFORD LEE BROWNELL, *Teachers College, Columbia University, New York, New York*

Executive secretary-treasurer—CARL A. TROESTER, JR., *1201 16th St., N. W., Washington, D. C.*

Dues—Membership, \$5; professional, \$10; student, \$2.50; student professional, \$5.

This NEA Department is the result of a merger in 1937 of the American Physical Education Association (founded in 1885 as the American Association for the Advancement of Physical Education; name changed in 1903) and the Department of School Health and Physical Education of the NEA which had its beginning as the Department of Child Study in 1894. The Department holds its national meeting in April. In addition to the national organization there are six regional district organizations—eastern, midwestern, central, southern, northwestern, and southwestern; and 48 state units. Permanent headquarters were established at the NEA in 1937.

Activities during 1951-52—Published the *Journal of the American Association for Health, Physical Education, and Recreation* (10 issues) and the *Research Quarterly* (4 issues); cooperated actively with other divisions, departments and committees of the NEA; participated in national conferences and projects on such problems as undergraduate and graduate professional preparation, school health, physical education, recreation, citizenship, safety, and welfare.

The American Association for Health, Physical Education, and Recreation published its first yearbook entitled *Developing Democratic Human Relations Through Health Education, Physical Education, and Recreation*, cited as one of the outstanding books in education for the year; published the Association platform in physical education; appointed a fulltime consultant in recreation; and an assistant executive secretary; participated with representatives of the Army, Navy and Air Force on the Armed Forces Committee for the Promotion of Physical Fitness; promoted legislation for improvement in programs of health education, physical education, and safety; cooperated with various professional and voluntary agencies in the preparation of materials for use in the schools; participated officially in the Babe Ruth Sportsmanship Program with membership on the sportsmanship awards committee; published new guides in women's athletics for the National Section on Women's Athletics; cooperated in a number of international projects involving teachers and students in the areas of health education, physical education and recreation.

The National Office Staff of the American Association for Health, Physical Education, and Recreation now includes full time consultants in health education, physical education, and recreation as well as the executive secretary, assistant executive secretary, and the editor.

The National Convention of the Association was held in Los Angeles, California, from April 6-9, 1952. General sessions and numerous section meetings in the three divisions were devoted to the consideration of such subjects as teacher education and certification; problems of industrial and community recreation; the administration of health, physical education and recreation programs; community health education; health services; school and college programs in health and physical education; athletics for youths and adults; inservice education for teachers; international relations; cooperative projects for better organizations and agencies; and, the strengthening and organization of local, state, and district associations.

The American Association for Health, Physical Education, and Recreation has been formed to bring about a greater unity of purpose and correlation of effort among those engaged in the various aspects of the broad program of health education, physical education and recreation for both children and teachers. These interdependent areas follow in the framework of the democratic process and make unique contributions to education.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

President—ROBERT E. MC CONNELL, *president, Central Washington College of Education, Ellensburg, Washington*

President-elect—DEAN M. R. TRABUE, *School of Education, The Pennsylvania State College, State College, Pennsylvania*

Secretary-Treasurer—CHARLES W. HUNT, *Oneonta, New York*

Associate Secretary—EDWARD C. POMEROY, *Oneonta, New York*

Dues (institutional)—\$50 to \$250 per year dependent on enrolment

The American Association of Colleges for Teacher Education was founded in 1948 as the result of a merger of the National Association of Teacher Education Institutions in Metropolitan Districts, the National Association of Colleges and Departments of Education, and American Association of Teachers Colleges. The oldest of these associations was founded in 1917. Its immediate predecessor dates back to early in the century, the first association in this field, to 1858.

The American Association of Colleges for Teacher Education publishes a yearbook which contains reports of committees, articles on teacher education, studies made by the Association, and a list of accredited member institutions. This yearbook and those published by the American Association of Teachers Colleges from 1922 thru 1947 afford the most valuable single source of discussion and information in the field of teacher education in the nation. Yearbooks may be obtained thru the secretary's office.

Organization—This association works thru three standing committees—Executive, Accrediting, and Studies and Standards. The Executive Committee is a clearinghouse for teacher-education problems. The Committee on Accrediting implements the work of the Committee on Studies and Standards. The program of the association is aimed toward the education of all staff members. It works closely with related groups. The Committee on Studies and Standards carries on a series of studies related to the work of member institutions.

Some of these studies take form eventually as standards which are used in the accreditation of its members. The goals set under these standards undergo change and elaboration from year to year. The AACTE is engaged in a three-year program of re-evaluation of all member institution programs to be completed in the academic year 1953-54. New standards and schedules have been prepared by

the Committee on Studies and Standards. The work is carried out by the Committee on Accrediting. Four training schools for preparing visitors were held in January 1951.

The AACTE publishes additional major studies. The current study is on General Education. The studies of the committee include: implementation of general education programs, applied economics, public relations for teacher education, science equipment, school health, audio-visual aids, field services and extension work, imbalance in the production of elementary and secondary teachers, salary schedules, graduate patterns in teacher education, and preparation of college teachers.

AACTE's first school for executives was held in August 1948 at Estes Park, Colorado. The second school was held in 1950 at the University of Wisconsin. Previous schools were sponsored by AATC in 1942, 1944, and 1946. The school for executives was held in Ypsilanti, Michigan, in 1952.

The Committee on International Aspects of Teacher Education has been active in student and staff exchange.

The AACTE has liaison officers at the state level to coordinate the program with efforts of state and local agencies.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

President—KENNETH E. OBERHOLTZER, *superintendent of schools, Denver, Colorado*

Executive secretary—WORTH MC CLURE, *1201 16th St., N. W., Washington, D. C.*

Dues (1951)—\$10 plus membership in NEA

At the meeting of the National Teachers' Association in Harrisburg, Pennsylvania, in August 1865 the National Association of School Superintendents was formed. The first meeting was held in 1866.

In 1870 the Association became one of the four original departments of the National Education Association. Under the act of incorporation of the NEA, passed by Congress in 1906, it was called the Department of Superintendence of the National Education Association. In 1921 the Department was reorganized with a fulltime executive secretary at NEA headquarters. At the New Orleans convention in February 1937, the department adopted a revised constitution and Bylaws which changed the name to the American Association of School Administrators.

During 1951-52 the Association continued co-sponsorship of the expanded Cooperative Program in Educational Administration, initiated by AASA and financed by the W. K. Kellogg Foundation. Other co-sponsors are the National Council of Chief State School Officers and the Division of County and Rural Area Superintendents of the NEA Department of Rural Education. CPEA is a training program for superintendents of schools underway at eight selected schools of education.

The Association held regional "drive-in" conferences at Topeka, Asheville, Spokane, Tulsa, and Fargo, for community school administrators in those areas; sponsored the sixth annual conference of presidents of state associations of school administrators including a joint session with the Education Writers Institute.

Regional conventions were held at St. Louis, Los Angeles, and Boston, attended by 17,000 persons who heard distinguished lay and professional speakers, discussed current school problems, and viewed the comprehensive exhibits of school buildings and school supplies and equipment. Topics discussed under the general theme "Leadership for American Education" were: religious stewardship for today's children; the citizen's obligation to schools; the Three R's and today's schools; fundamentals for tomorrow's schools; administrative leaders for good schools; and great issues in American education. The photographic record of the 1952

school building architectural exhibits was made available in a 35 mm filmstrip.

AASA extended its cooperative relationships with national groups such as the National School Boards Association, the National Congress of Parents and Teachers, the National Citizens Commission for the Public Schools, and others. One of the initiators of the National Conference for the Mobilization of Education, AASA continued its co-sponsorship of that voluntary national agency of 80 lay and professional organizations which represents and speaks for education and serves as a clearinghouse of information.

The Educational Research Service is operated jointly by AASA and the NEA Research Division. Its 820 subscribers—including city, county, and state school systems, colleges and universities, and educational organizations—received nearly 100 publications and releases in addition to special services furnished in response to requests for assistance in solving individual problems. The annual fee for this service is \$35.

The Association published a revision of its best selling Twentieth Yearbook, *Health in Schools*, involving a complete rewriting by a commission of school administrators and health and medical experts.

The Thirtieth Yearbook, *The American School Superintendency*, distributed to members in February 1952, pictures the superintendent's job today as it is developing in cities, in community school systems, in rural areas, and at county (intermediate) and state department levels. Members also received the special pamphlets, *Lay Advisory Committees* and *The Superintendent, the Board, and the Press*; *The Pasadena Story*, an analysis of some forces and factors that injured a superior school system; the 1952 *Official Report*; a subscription to the NEA *Research Bulletin*; and nine issues of *The School Administrator*.

A commission headed by Superintendent Lawrence G. Derthick of Chattanooga is preparing the 1953 Yearbook on the curriculum; another, headed by Superintendent Benjamin C. Willis of Buffalo, the 1954 Yearbook on education essential to good citizenship.

A special committee was appointed in 1951 to bring the Association's platform up to date. The revised platform, adopted by mail ballot of the members in December 1951, includes the following planks:

We as school administrators propose to work for:

Professionally competent administrative leadership, dedicated to the service of good teaching in every community.

The recruitment preparation, and inservice growth of outstanding individuals as teachers, administrators, and other professional workers to assure good teaching.

A curriculum which includes teaching the background of the thinking of our Founding Fathers, so that pupils may have a thoro understanding of the intent and possibilities of our form of government for the individual and society.

Wide sharing with teachers and lay groups in the cooperative formulation of educational policies and programs on local, state, and national levels.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

President—ARVIL S. BARR, *professor of education, University of Wisconsin, Madison, Wisconsin.*

Secretary-Treasurer—FRANK W. HUBBARD, *director, NEA Division of Research, Washington, D. C.*

Dues—Active, \$8; associate, \$8; graduate student affiliate, \$4.

Subscriptions: Review, \$5; *Newsletter*, \$1.50.

The AERA was organized in 1915 as the National Association of Directors of Educational Research. It became a department of the NEA in 1930 under its present title. Active members are directors of research, college professors in

graduate fields, and others actively doing or supervising educational research. Associate members are persons interested in educational research but not eligible for active membership. The annual meeting of the AERA is held during the first days of the convention of the American Association of School Administrators.

The *Review of Educational Research* is issued five times each year. Each issue summarizes the research of the previous three years on a specific topic. The topics issued in the school year 1951-52 were: "The Natural Sciences and Mathematics" (October 1951); "Methods of Research and Appraisal in Education" (December 1951); "The Social Framework of Education" (February 1952); "Language Arts and Fine Arts" (April 1952); and "Teachers and Nonacademic Personnel" (June 1952).

In February 1952 the annual meeting was held in connection with the regional conference at St. Louis. Papers presented dealt with research in such fields as the curriculum, personality development, language arts, teacher education, and school administration. In March, at Los Angeles, papers were given on evaluation of learning, teacher and student personnel, and the school subjects. At Boston, in April, the topics considered included research related to communication, vocational skills, instruction, community factors, and measurement.

At the NEA Detroit convention (summer 1952) two discussion groups, sponsored cooperatively with the AERA, attracted 1000 persons. These groups dealt with the teaching of the fundamental subjects.

The AERA awards annually a fellowship for graduate study in measurement and research. It issues a *Newsletter*. The Association's committees are at work on such problems as international relations, the training of research workers, and criteria of teacher effectiveness.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

President—MAURICE R. AHRENS, *director of curriculum, public schools, Corpus Christi, Texas*

Executive secretary—GEORGE W. DENEMARK, *1201 16th St., N. W., Washington 6, D. C.*

Dues—\$5; \$2.50 student membership

The Department of Supervisors and Directors of Instruction had its inception as an independent society called the National Conference on Educational Method, organized in February 1921. The first number of its publication, the *Journal of Educational Method*, was published in September of the same year. At the Boston meeting of the NEA in February 1928 the name of the society was changed to the National Conference of Supervisors and Directors of Instruction, and the Executive Committee was instructed to prepare a petition asking for acceptance as an NEA department. This petition was acted upon favorably at the Minneapolis meeting in July 1929 and a regular department was thus created.

On March 1, 1943, the Department of Supervisors and Directors of Instruction merged with the Society for Curriculum Study, founded in 1924, and changed the name of the organization to the Department of Supervision and Curriculum Development. The first issue of *Educational Leadership*, present journal of the Association, appeared in October 1943, combining *Educational Method* and the *Curriculum Journal*. On January 1, 1946, the title of the organization was changed to the Association for Supervision and Curriculum Development by a majority vote of the membership.

The seventh national convention, held in Boston February 10-14, 1952, was attended by approximately 2000 persons who met to work together on problems

of instructional improvement. Theme of the convention was "Growing Up in an Anxious Age."

The 1951-52 publications program of ASCD has included eight issues of *Educational Leadership* with such themes as inservice programs for continued growth, schools share in the search for peace, citizen participation in planning and action, and fostering school experimentation.

The 1952 Yearbook, *Growing up in an Anxious Age* deals with the problems faced by boys and girls growing up in today's world. Educators, psychologists, psychiatrists, social anthropologists, sociologists, pediatricians, mental hygienists, economists, social workers, guidance specialists, and others participated in the making of this volume.

In 1951, the Association published three new pamphlets and one bibliography: *Teachers for Today's Schools*, *Instructional Leadership in Small Schools*, *Time and Funds for Curriculum Development*, *Bibliography on Supervision and Curriculum Development*.

Other ASCD concerns as illustrated by its committees and publications include: mental health of teachers, abolition of teacher rating, improving international understanding, improving instructional materials, improvement of the secondary school curriculum, studying forces affecting American education.

In 1951 the Association sponsored a national conference in Chicago to explore possibilities for stimulating cooperative curriculum research. ASCD's interest in fostering school experimentation led to appointment by the Board of Directors in June 1952 of a research coordinator as a fulltime member of the headquarters staff for a period of one year. Purpose of this consultant is to stimulate and coordinate cooperative curriculum research projects.

AUDIO-VISUAL INSTRUCTION

President—JAMES W. BROWN, *Supervisor, Instructional Materials Center, University of Washington*

Executive secretary—J. J. MCPHERSON, *1201 16th St., N. W., Washington 6, D. C.*

Dues (1951)—\$5

The Department of Visual Instruction was established at the Oakland-San Francisco meeting of the NEA in July 1923. The National Academy of Visual Instruction, with which the Visual Instruction Association of the U. S. had previously consolidated, merged with the Department in 1932. The name of the Department was changed in 1947 to the Department of Audio-Visual Instruction.

The following are highlights of the growth and achievements of the Department during 1951-52:

1. The staff of the national office was increased from five to six members and now includes three professional workers and three secretarial assistants.
2. Four important national conferences were sponsored by the organization as a whole and by two of its national committees. These were (a) national conference of the Department at Boston, February 6-9, (b) a one-day meeting of the Department in Detroit, June 30, at the time of the NEA Convention, (c) a national conference on the Planning of School Buildings for the Use of Audio-Visual Materials of Instruction, November 17, New York University, (d) a national conference on Tape Recording Library Services, July 29, Chicago, Illinois.
3. Membership of the Department increased from approximately 1400 at the start of the year to over 1600 at the end of the year.
4. Representatives from the national office visited various parts of the country and attended several state audio-visual education association meetings as part of the work of audio-visual activities thruout the nation.

5. The following state audio-visual associations affiliated with the national department during the year: Audio-Visual Council of Oklahoma and Eastern Massachusetts Division of the Department of Audio-Visual Instruction of the National Education Association.

6. In cooperation with the Joint Council on Economic Education, the Department published a sixty-one page *Guide to Films in Economic Education*.

7. Active work was begun on the development of a DAVI Yearbook scheduled for publication the latter part of 1953 tentatively titled, *The Administration of Audio-Visual Materials*.

8. The DAVI National Committee on Buildings and Equipment prepared a brochure that the Department published on *Planning Schools For Use of Audio-Visual Materials—No. 1, Classrooms*.

9. The National Committee on Teacher Education developed a statement of "Criteria for Teacher Education in Audio-Visual Materials and Methods" which is being brought to the attention of all teacher education institutions thruout the nation.

10. Thruout the year the national office answered several thousand requests for information received from all parts of the country.

11. Thruout the year contact was maintained with members of the organization thru the pages of *Educational Screen*, the official journal of the Department.

During the coming year it is expected that the greatest contribution that the Department will make to the advancement of audio-visual education will be thru the continued activities of its national committees in the following areas: (a) buildings and equipment for audio-visual education, (b) city audio-visual programs, (c) county and rural audio-visual programs, (d) audio-visual materials of instruction, (e) college and university programs, (f) educational television, (g) radio and recordings in education, (h) teacher education, (i) preparation of professional workers, (j) research problems, (k) research publications, (l) state audio-visual programs, (m) archives, (n) audio-visual methods in adult education.

Plans for the future include: (1) The publication of from two to three issues of a new audio-visual communication review which will be designed to report on research in the audio-visual field and also provide for the publication of articles of great interest to those professionally working in the audio-visual field. (2) The publication of a second brochure in the Planning Schools for the Use of Audio-Visual Materials series. This brochure will be concerned with the planning of audio-visual centers. (3) Preparation and release of a filmstrip, *Planning Classrooms for the Use of Audio-Visual Materials*. (4) Publication of a statement of criteria for evaluating teacher education programs for adequacy of coverage of audio-visual education.

CLASSROOM TEACHERS

President—MRS. JANIE ALEXANDER, *librarian, Coldwell and Travis Schools; Home: 3030 Sacramento Street, El Paso, Texas.*

Executive secretary—HILDA MAEHLING, *1201 16th St., N. W., Washington 6, D. C.*

Assistant executive secretary—MARGARET STEVENSON, *1201 16th St., N. W., Washington 6, D. C.*

Dues—Any classroom teacher who is a member of the NEA is also a member of this Department.

This Department was created in 1913, in response to petitions representing classroom teachers thruout the country. It was reorganized under a constitution at the Boston meeting in July 1922. In that year a Division of Elementary-School

Service, later renamed the Division of Classroom Service, was created to take care of its work. Permanent headquarters for the Department were created in 1940 and a fulltime secretary brought to the NEA in 1942.

The Department has issued charters and sent packets of organization materials to 396 new affiliates and has continued its extensive program of servicing local associations.

Officers of the Department have contacted approximately 75,000 teachers in 44 states, taking part in regional and state conferences, state association conventions, local association meetings, and planning conferences with legislative and executive committees.

Six successful regional conferences were held as training schools for local and state leaders as follows: Northeast—Saratoga Springs, N. Y.; Southeast—Old Point Comfort, Va.; North Central—Battle Creek, Mich.; South Central—Amarillo, Texas; Northwest—Billings, Mont.; Southwest—Los Angeles, Calif.

Meetings of the advisory council were held in Washington, D. C.; Richmond, Va.; Battle Creek, Mich.; Oklahoma City, Okla.; Portland, Oregon; and Los Angeles, Calif.

The sixth annual joint committee conference of the Department was held at NEA headquarters on November 23-24, 1951. Committee members discussed the DuShane Memorial Defense Fund, a professional creed for teachers, professional relations, structure of local association affiliation with the NEA, and teacher load in connection with the school lunch program. Each chairman presented a brief report at the convention in July.

Presidents of 10 state departments of classroom teachers met at NEA headquarters on November 23-24, 1951. This was the fourth conference of this type held for the purpose of acquainting the state leaders with the program of the NEA.

At the three regional conventions of the AASA held in St. Louis, Los Angeles, and Boston last year, nine discussion groups were co-sponsored by the NEA Department of Classroom Teachers. Classroom teachers participated in each of these discussion groups. This serves to bring about a better working relationship between classroom teachers and administrators.

At the annual convention of classroom teachers held in Detroit, 1682 delegates attended the meeting. The main issue discussed was the problem of establishing a national council for the accreditation of teacher education.

The Department held its ninth classroom teachers national conference at Michigan State Normal College, Ypsilanti, Mich., July 7-18, 1952, with 395 from 47 states participating. The theme for the conference was centered around the topic "Organized Action + Effective Participation = Ultimate Achievement." The conference offered a splendid opportunity for classroom teachers to discuss new trends in education, to exchange ideas, to learn how other groups are meeting their problems, and to discuss organization plans and technics.

Due to limited space, it is impossible to list all available publications. Organization packets containing material on how to organize or vitalize a local association, and planned programs, may be secured without charge from the Department. In cooperation with the NEA Research Division, the Department has issued a series of discussion pamphlets for use by local associations. Twelve have been published.

Three issues of the *News Bulletin* have been published, emphasizing and dignifying the work of locals, and furnishing a channel for exchange of ideas.

The *Official Report* was published containing a summary of the year's work of the Department together with reports from the officers and committees.

The Department works closely with state organizations of classroom teachers. Materials are being prepared to assist state groups in planning meetings, conferences and workshops. A manual with suggested programs for leadership conferences has been developed and is available upon request.

The Department encourages teacher leaders to assume their responsibilities in professional organizations.

ELEMENTARY SCHOOL PRINCIPALS

President—BLANCHE SCHMIDT, *Creighton School, Phoenix, Arizona*

Executive secretary—ROBERT W. EAVES, *1201 16th St. N. W., Washington, D. C.*

Dues (1952-53)—Regular Membership, \$5; Life Membership, \$100

The Department of Elementary School Principals, founded in 1921, serves to improve the quality of elementary education with emphasis on the contribution that should be made by the elementary-school principal. Its program consists mainly of supplying publications and holding conferences for its members.

During 1951-52 the publications program of the Department included the issuance of the 30th Yearbook, *Elementary-School Libraries Today*, and five additional numbers of *The National Elementary Principal*. These were: October, "State Associations of Elementary-School Principals"; December, "The Assembly Program as a Learning Experience"; February, "Orientation of Pupils for the Secondary School"; April, "The Extended School Program"; and June, "Reporting to Parents." In addition to these regular publications the Department issued a study guide for its members on professional standards, entitled *You Are Invited to Help Make National Policies*.

A regional conference for elementary-school principals, sponsored by the Department, was held in St. Louis, Missouri, February 21-23, 1952. Approximately 600 persons attended. The Department assisted regional groups in holding similar conferences in Winston-Salem, North Carolina, New Orleans, Louisiana, and Spokane, Washington.

The Department sponsored four leadership conferences for state representatives, district representatives, and officers of state elementary-school principals associations. These were held at Jackson's Mill, West Virginia; Atlanta, Georgia; New Orleans, Louisiana; Boston, Massachusetts; and Spokane, Washington. Problems pertaining to making our professional association activities more effective were discussed.

The Twelfth Annual Conference on Elementary Education sponsored by the Department was held at the University of Michigan, July 7-18, 1952. The theme for this conference, which was attended by more than 200 elementary-school principals, was "Education for Today's Children."

During the year 1951-52 more than one hundred local and state elementary school principals associations participated in the Department's project on professional standards. These groups discussed the various planks in the Platform for Action described in the bulletin, *You Are Invited to Help Make National Policies*. It is expected that many of these groups will send their recommendations to the headquarters office to be considered for the final report of the Department's Committee on Professional Standards.

A packet of program-planning materials collected from the various states and the NEA has been sent monthly to presidents of state elementary-school principals associations. This has greatly aided cooperation between the national Department and state associations.

Thru the cooperation of the NEA Research Division, the Department has answered communications relative to problems pertaining to the elementary-school principalship and elementary education.

During the year 1952-53 the Department will issue its 31st Yearbook, *Bases for Effective Learning*, and five additional issues of *The National Elementary Principal* will appear in a remodeled form designed to offer our readers a greater variety of material. The general theme for the year is "The Emerging Role of the Principal." The first number gives an over-all view of the responsibilities and opportunities of the elementary-school principal. Later issues expand the three main phases of this theme: improving the instructional program, managing the school efficiently, and maintaining good school-community relations.

HIGHER EDUCATION

President—HARVEY H. DAVIS, *provost, State University of Iowa, Iowa City*

Executive secretary—FRANCIS H. HORN, *1201 16th Street, N. W., Washington, D. C.*

Dues—Any individual NEA member professionally engaged in higher education can belong without further dues.

This Department, one of the original NEA departments, discontinued in 1924, was reestablished by the Representative Assembly in July 1942 to promote the cause of higher education. In 1952, the name was changed to the Association for Higher Education.

The program of the Association during the year just past was divided into four broad areas as follows:

1. *Publications*: (a) *College and University Bulletin*, published monthly, October-June, and sent to all members of the Association, is intended to bring to the membership a brief report of current happenings in the field of higher education. During 1952-53, the *Bulletin* will be published twice a month. (b) *Notes and Comment on General Education* was published three times and distributed to a special list of those interested in general education. It is being discontinued, and material on general education incorporated in the expanded *College and University Bulletin*. (c) *Current Issues in Higher Education, 1952*, is the report of the proceedings of the seventh annual National Conference on Higher Education and contains the texts of major addresses and the reports of the discussion group recorders. Distributed to all members of the Association without cost, it is available to others at \$2 a copy.

2. *Annual Conference*: The seventh annual National Conference on Higher Education was held in Chicago, April 17-19, with 721 participants from 444 colleges, universities, and organizations located in 45 states. Because of its representative nature and its organization around small group discussions, the Conference has come to be regarded as one of the major educational events of the year.

3. *Committee Activities*: (a) The National Committee on Veterans Affairs continued its efforts to bring about constructive legislation providing educational benefits to veterans who have served in the Armed Forces since the outbreak of the Korean war. (b) The National Committee on Fraudulent Schools and Colleges cooperated with other agencies in opposing the activities of institutions not recognized as qualified to participate in higher education. (c) The National Committee on General Education devoted its attention to (d) the publication of *Notes and Comment on General Education*, (e) the initiation of a series of monographs on various aspects of general education, (f) working with the Office of Education, Federal Security Administration, in the establishment of a clearing house for general-education materials, and (g) cooperating with other organizations and institutions in promoting interest in general education and the improvement of general-education programs in specific colleges.

4. *Legislative Efforts*: The Association's major efforts concerning federal legislation and activities affecting higher education were as follows: (a) Increased allocations for steel and other critical materials for construction of needed college and university buildings. Efforts taken in cooperation with the American Council on Education resulted in additional and larger allocations of such materials. (b) Universal Military Training. After a poll of its membership on UMT, the Association opposed before both the House and Senate Armed Services Committees enactment of a UMT program at this time as not in the best interests of national security. The stand against UMT by educational organizations such as the AHE, along with that of farm, labor, church, and civic groups, did much to defeat the proposed legislation. (c) Veterans legislation. The

Association, thru its National Committee on Veterans' Affairs, supported the new legislation providing educational benefits for those who had served in the Armed Forces since June of 1950, and in the preliminary stage made several suggestions which were incorporated in the legislation as finally passed. (d) Extension of Social Security benefits to faculties and staffs of publicly-supported institutions of higher education.

Plans—In addition to continuing all its present activities as indicated above, the Association is exploring other ways in which it can be most useful to American colleges and universities and those who staff them. The Association is unique in the opportunity it provides for individuals from all phases of higher education to work together in areas of broad interest rather than of special interest to particular groups of individuals. In carrying out its purposes, the Association hopes to effect maximum cooperation with other organizations in the field of higher education as well as with those organizations serving primarily the elementary, secondary, and adult levels of education.

HOME ECONOMICS

President—MARY MARK STURM, *home economics director, 228 N. La Salle Street, Chicago, Illinois*

President-elect—HENRIETTA FLECK, *chairman, department of home economics, New York University, New York, N. Y.*

Vice-president—LUCILE C. FEE, *state supervisor, home economics, Denver, Colorado.*

Secretary—EMILY HAYDOCK, *chairman, home economics department, Philadelphia, Pa.*

Treasurer—RUTH C. COWLES, *consultant, state department of home economics, Hartford, Conn.*

NEA headquarters contact—LYLE W. ASHBY, *assistant secretary for professional relations*

Dues (1951) \$1

Historical background—In the 1870's courses in sewing and cooking were included in the school curriculum, but not until the early 1900's was homemaking instruction broadened. The Smith-Hughes Act in 1917 gave great impetus to the home-economics movement.

In 1930 the NEA Department of Supervisors and Teachers of Home Economics was created. In 1938 the name of the Department was changed to the Department of Home Economics. A newsletter containing reports of department meetings and other activities of interest to the members is published three times a year.

Activities during 1951-1952—Three regional meetings were held in St. Louis, February 23, Los Angeles, March 8, and Boston, April 5, at the time of the American Association of School Administrators regional meetings. Topics discussed respectively were "Motivating the Family Centered Program" and "Human Relations with Germany"; "Newer Methods of Teaching Home Economics"; "Working Together for Better Living." The annual meeting was held in Detroit on June 30 and was devoted to the subject "Family Life in the Focus of Home Economics."

Three newsletters were sent to all members as was also a copy of the Bylaws as revised in 1951. The Department participated in the activities of the Coordinating Council of the American Home Economics Association, and American Vocational Association. In addition this Department actively participated in each of the following: The Committee for Consumer Retailer Coordination for the Defense Economy; the American Council on Education's Conference on "Women in Defense," the Third National Conference for Unesco; the annual meeting of the Na-

tional Conference for Cooperation in Health Education; the Association for Curriculum Development; Regional meetings of the National Commission on Teacher Education and Professional Standards; the National Union of Family Organizations held in Oxford, England; and the Advisory Board of Future Home Makers of America.

Future activities—The chairman of the Coordinating Council for the coming year is the representative of this Department. Under her leadership continued support of the activities of the Council, including the film committee, will be given; the Future Homemakers of America will have our continued encouragement and support. The mid-winter meeting will be held in conjunction with the National Association of Secondary School Principals in Los Angeles on February 21, 1953. The annual meeting will be held at the time of the regular annual convention of the NEA.

INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN

President—JOHN W. TENNY, *Wayne University 1, Michigan.*

Executive secretary—HARLEY Z. WOODEN, *1201 Sixteenth St., N. W., Washington, 6, D. C.*

Dues (1952)—Student \$1; active; \$4; sustaining \$5 up.

Assumption of responsibility by the states for education of handicapped children began more than a century ago. First state school for the deaf in the U.S. opened in Hartford, Connecticut, in 1817. By 1850 educational opportunity for handicapped children was provided in many states.

Application for establishment of a Department of Special Education was made at the NEA Atlanta convention in 1929. A petition bearing more than 250 names was presented at that meeting and the creation of the Department was authorized in 1930. In July 1941 the International Council for Exceptional Children and the Department of Special Education merged. The name of the NEA Department was therefore changed to the International Council for Exceptional Children. The department generally meets once a year.

Among the Council's recent undertakings has been the promotion of greater inter-organizational and interprofessional working relationships with other groups—both those concerned with the education of exceptional children and those dealing with normal children. This has resulted in the creation of an interagency committee, associated with the ICEC, as an integral part thereof, and the establishment of a number of cooperative working committees to develop suggestions and materials for the improvement of instruction for exceptional children.

The annual convention was held in Omaha, Nebraska, April 30-May 3.

In addition to four general sessions, there were sectional meetings for those interested in such special types of children as the blind and partially seeing, deaf and hard of hearing, crippled, emotionally disturbed, epileptic, gifted, mentally retarded, and the speech defective. Other subjects dealing with exceptional children involved problems peculiar to metropolitan areas, rural areas, parents, public and private agencies, research projects, instruction for the hospitalized and homebound, mental health, and psychological diagnosis.

Eight issues of the *Journal of Exceptional Children* were published. These issues contained professional papers, written in as nontechnical language as practicable, and were designed to promote greater understanding among educators in general concerning the care and education of exceptional children.

The Council also published for its members 10 issues of a four-page newsletter, the ICEC Bulletin.

KINDERGARTEN-PRIMARY EDUCATION

President—EDNA PARKER, 740 West Pensacola Street, Tallahassee, Florida

Secretary—ELIZABETH HAMLIN, 670 West Pensacola Street, Tallahassee, Florida

Dues—No separate dues

Historical Background—Elizabeth Palmer Peabody, sister-in-law of Horace Mann, opened the first English-speaking kindergarten in America in 1860 in her own home in Boston.

Miss Peabody was associated with the NEA Department of Kindergarten-Primary Education from its beginning. The Department is an outgrowth of a meeting of the Froebel Institute of North America which met with the NEA in Madison, Wis., in 1884. First sessions were held in Saratoga Springs, N. Y., in 1885. The Department was then called the Department of Kindergarten Instruction. In 1927 the name became Department of Kindergarten-Primary Education.

Activities during 1951-52—The Department has continued to function in counseling students and teachers interested in the field of early childhood education. Numerous requests relative to kindergarten programs have been received. Many of these requests were answered by officers of the Department; others were referred to the Research Division of the NEA.

During the year the Department cooperated with the *NEA Journal* in the preparation of a pictorial centerspread, "Child Development in the Kindergarten," which appeared in the March issue of the *Journal*. This centerspread depicted the kind of educational program best suited to the needs of the five-year-old.

The theme for the annual meeting held in Detroit on June 30 was "Working Together to Meet the Needs of Young Children." Dr. Willard C. Olson, dean School of Education, University of Michigan, gave the main address. Dr. Olson pointed out basic principles of child growth and development that should be respected by teachers and parents in the guidance of young children. Following Dr. Olson's speech, small discussion groups were organized for the purpose of discussing its implications with respect to (a) materials for children and teachers, and (b) providing adequate opportunities for children during this anxious age.

Plans—At the business meeting the motion was made and carried that the Department request the Research Division to make a study of the present status of kindergartens in the United States. Recommendations were adopted to the effect that the Department furnish more active leadership in the recruitment of teachers for young children and that plans be made for the preparation of materials.

MUSIC EDUCATORS NATIONAL CONFERENCE

President—RALPH E. RUSH, chairman, Music Education Department, University of Southern California, Los Angeles, California

Executive secretary—C. V. BUTTELMAN, 64 East Jackson Boulevard, Chicago 4, Illinois

Dues—\$4 plus dues in affiliated states.

The 1951-52 school year marked the termination of the operation of the MENC Music Education Advancement Program and the inauguration of the new Committee Organization Plan of the MENC, "Music in American Education".

At the biennial meeting of the MENC which was held in Philadelphia from March 21 to March 26, 1952, both general sessions and special sessions were built around the general theme, "Music in American Education". The topics for the general sessions were: (a) Education in America; (b) Music a Spiritual Heritage; (c) Music an Active Force in American Education; (d) Making a

Professional Career of Music Education; (e) Music and American Youth; (f) Music for Handicapped Children in our Schools; (g) The Meaning of Music in American Education.

In addition to the biennial national meeting, all of the affiliated state units of the MENC held meetings on a state-wide basis, and in many instances, district and county meetings were held—all a part of the total MENC program.

The MENC cooperated with the American Association of School Administrators in arranging for music at the three regional meetings of the AASA. The MENC also arranged, in cooperation with the Department of Music Education of the Detroit public schools, for the music programs at the summer meeting of the NEA which was held in Detroit.

The MENC held a meeting at the 1952 summer meeting of the NEA and, in addition, sponsored a special discussion group on "Special Areas in Education" in cooperation with the American Association for Health, Physical Education and Recreation and the Association for Supervision and Curriculum Development.

Publications included: *Music Educators Journal* (official magazine of the MENC), *Handbook for Teaching Piano Classes*, *Handbook on 16 mm Films for Music Education*, *MENC Committee Reports*, *Selected Bibliography of Music Education Materials*.

Cooperative programs with other organizations, private, governmental, international, and intergovernmental, such as National Congress of Parents and Teachers, American Red Cross (the second International School Music Project involving preparation of record albums of music education performing groups for overseas distribution was completed), United States Office of Education, United States Department of State, Pan American Union, International Music Council, and UNESCO, Teaching Films Custodians, Department of Defense, The Armed Forces.

NATIONAL ART EDUCATION ASSOCIATION

President—DALE GOSS, head, Department of Fine and Industrial Arts, Teachers College, Columbia University, New York City

Secretary-Treasurer—ITALO L. DE FRANCESCO, director of art, STC, Kutztown, Pa.

Dues (1950)—\$2 plus regional association dues

Address all inquiries to STC, Kutztown, Pennsylvania

The National Art Education Association, which in its present reorganization represents the affiliation of The Eastern Arts Association, The Western Arts Association, The Southeastern Arts Association, and The Pacific Arts Association, has been in existence since 1947. Prior to that time, there existed a Department of Art Education within the National Education Association.

The constitution of the NAEA was adopted in Atlantic City, February 21, 1948. Since that date, there have been held regular winter meetings and each summer a Business Meeting in compliance with the requirements of NEA. The first biennial convention was held in New York City in March 1951 with an attendance of nearly 2000 from 37 states, Canada and France. The Second Yearbook of the Association, under the title of *This Is Art Education* made its appearance at that convention. A bimonthly publication, *Art Education*, is now in its fifth year of publication. A vigorous research program is being undertaken in order to solve some of the major professional problems in the field of art.

Two major contributions have, thus far, been made to American education in general and to international goodwill: the NAEA-American Junior Red Cross "International School Art Program" is the first; the second is a national exhibition entitled "Growth Through Art" prepared in conjunction with the White House Conference on Children and Youth in 1950. This exhibition is now touring the

country and has elicited the interest of psychologists, psychiatrists, and social workers as well as educators in general.

The next biennial convention is planned for St. Louis, Missouri, in April 1953.

NATIONAL ASSOCIATION OF DEANS OF WOMEN

President—RUTH O. MCCARN, *Assistant Dean of Students, University of Chicago, Chicago, Ill.*

Executive secretary—BARBARA CATTON, *1201 16th St. N. W., Washington, D. C.*

Dues (1952)—\$6, active and associate; \$3, student

The National Association of Deans of Women, one of the oldest personnel organizations in the U. S., was organized in 1916 after a series of conferences which began in 1902. The association is the national professional organization of women deans, counselors, and advisers engaged in student personnel work in highschool and college. It became an NEA department in 1918; permanent headquarters were established at the NEA in 1931.

At the 1952 national convention, held in April in Los Angeles, the association adopted new requirements for membership, stressing broad educational and cultural preparations together with professional training. It is hoped this will help to strengthen professional standards for the appointments of deans, counselors, and other guidance workers. Other topics discussed at the convention were: development of democratic processes in the administration of personnel work in higher education; implications for the education of women in a time of defense; parent education and the secondary school; the problem of drop-outs and follow-up; some aspects of group dynamics; college housing; interracial and foreign student programs; social standards in teacher education; the curriculum and the education of women.

Upon invitation from the National Commission on Safety Education (NEA), the association is collaborating with the Commission on the preparation of a brochure on the problem of fire prevention on the campus, with special reference to residence halls. The association quarterly *Journal* published one series of articles on vocational guidance and another on the use of group dynamics in residence halls.

The headquarters office at NEA serves as a clearing house for information about the work of deans and counselors. They also give advice and help to other headquarters units.

NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS OF SECONDARY SCHOOLS

President—CLARENCE W. HACH, *Evanston Township High Schools, Evanston, Ill.*

Vice-president—PRICE ROBINSON, *Fresno High School, Fresno, California*

Secretary-Treasurer—BERNICE VAN SICKLE, *Oak Ridge High School, Oak Ridge, Tennessee*

Dues (1952)—\$1.50 annually

This Department, altho organized earlier, applied for department status at the Detroit meeting of the NEA in the summer of 1937. A petition to the Executive Committee and Representative Assembly was presented at the New York meeting in 1938, where it was placed in file to await final action in 1939.

The National Association of Journalism Directors became an NEA department

at the San Francisco meeting in 1939. Affiliation with the National Scholastic Press Association, which took place in 1944, provides wide contact with teachers of journalism.

The joint annual conventions of the National Association of Journalism Directors and the National Scholastic Press Association were held in Topeka, Kansas, in November, 1951.

A sectional meeting was held during the NEA meeting in Detroit. As an affiliate of the National Council of Teachers of English, NAJD sponsored an advisers meeting in Cincinnati.

Officers of the Association were elected in 1951 and will serve until the next election in 1953 except for the secretary-treasurer who will serve until November, 1952.

The NAJD *Digest* and president's pages in *Quill and Scroll* and *Scholastic Editor* keep members informed of the work and plans of the officers and the Executive Council and furnishes information on coming events. Contributions of members have appeared in the *NEA Journal*; *the English Journal*; *Pholoth Yearbook*; and the two official organs, *Scholastic Editor* and *Quill and Scroll*.

Nine national commissions are working to study various problems related to the secondary-school journalism field. They cover the following areas: Course of Study, International Relations, Classrooms Technics, Pupil Aptitude and Growth, Public Relations, Status of Journalism in Secondary Schools, Press Associations, Yearbook Classroom Technics, and Visual and Auditory Aids. One group, the Classroom Technics, has issued its report in a booklet titled *Helpful Aids for the Journalism Teacher*. The National Scholastic Press Association is handling its sale through its office, 18 Journalism Building, University of Minnesota, Minnesota, Minn.

The other commissions are busy, and several more printed reports will be issued during the school year 1952-53.

NATIONAL ASSOCIATION OF SCHOOL SECRETARIES

President—EMMA G. CASTNER, 12 Carlton Avenue, Washington, New Jersey

Corresponding secretary—AGNES HANSEN, Cedar Falls Public Schools, Cedar Falls, Iowa.

Dues (1952)—\$2

Since the first meeting of the National Association of School Secretaries, which was held in Washington, D. C., July 5, 1934, there has been a constant, steady growth in participation and interest. The official magazine, *The National Secretary*, informs members of activities planned and contains articles of interest to them.

The purposes of the Department are: to professionalize the position of the educational secretary; to take interest in and support national, state, and local educational secretaries association projects and activities; to further develop the department's four-point program—service, information, fellowship, and recognition.

During the year 1951-52 regional meetings were held at Portland, Oregon, and Boston, Massachusetts. The Association co-sponsored three institutes for educational secretaries during the summer 1952—Wayne University, University of Minnesota, Southern Methodist University.

At the departmental meeting held in July 1952 at Detroit it was planned to co-sponsor three institutes during the coming summer and the theme "Professional Standards" was adopted for the year. The recommendation of minimum standards for educational secretaries will be a major project for the coming year. Another project planned is the completion of a Filing Manual for School Offices.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

President—HAROLD B. BROOKS, *principal, Benjamin Franklin Junior Highschool, Long Beach, California*

Executive secretary—PAUL E. ELICKER, *1201 16th St., N. W., Washington, D. C.*

Managing Editor—WALTER E. HESS, *1201 16th St., N. W., Washington, D. C.*

Director of Student Activities—GERALD M. VAN POOL, *1201 16th St., N. W., Washington, D. C.*

Director of Field Services—G. EDWARD DAMON, *1201 16th St., N. W., Washington, D. C.*

Dues—\$5 individual; \$8 institutional

This Association was organized at the meeting of the Department of Superintendence at Detroit in 1916. It held its first meeting in Kansas City, Mo., in 1917. The central offices were moved from Chicago to NEA headquarters in Washington in July 1940.

The Association, thru committees and otherwise, developed during 1952 a number of special issues of its monthly publication, *The Bulletin*. Among these were: "Democratic Practices in Secondary-School Administration," "The Secondary-School Principal and His Problems," "Organizing the Junior High School," "New Ventures in Secondary Education," "Vitalizing Student Activities in the Secondary School," "Public Address in the Secondary School." Of the outstanding releases of the Association during the year were two resolutions passed by its members at its 36th annual Convention in Cincinnati, Ohio—one on "National Security, Selective Service, and Universal Military Training" and the other on "Standards on High School Athletes."

Among 1952 features was the April issue of *Student Life* emphasizing international cooperation. This illustrated monthly publication is the official organ of the National Honor Society, the National Junior Honor Society, and the National Association of Student Councils.

The development of state and regional student council associations as affiliates of the National Association of Student Councils continued to be one of the major activities during the year. Forty states have organized state student council associations as affiliates. The sixteenth National Conference of Student Councils was held in June 1952 at the Evanston Township High School, Evanston, Illinois. More than 600 student and faculty student council leaders participated in the conference. Student council organizations of more than 5400 secondary schools are members of the National Association of Student Councils. During the year, two new student council publications were published. These were the 1952 *Student Council Yearbook* and *Vitalizing Student Activities in the Secondary School*. A 16 mm silent, color film of the Evanston Conference was made and also a 35 mm filmstrip (50 frames) in color entitled *Lincoln High Organizes a Student Council* in conjunction with the Denver, Colorado schools. The film is available on a rental basis, while the filmstrip is available either on a rental or a purchase basis.

The National Honor Society now has chapters in more than 4700 accredited secondary schools; the National Junior Honor Society, over 800. The former has a cumulative membership of approximately 3,500,000 student members; the latter, approximately 170,000.

Thru a cumulative grant of \$58,000 over a period of seven years, the Association has distributed, since 1946, five scholarships of \$500 each, ten of \$400 each, forty of \$300 each, sixty-five of \$200 each, and sixty-five awards of \$50 each to high ranking participants in a nationwide scholastic aptitude test given to senior-class members of the National Honor Society. In addition, an all-expense-

paid travel scholarship to Brazil, South America, was also awarded. In the spring of 1952, 7261 members in 1883 secondary schools took the test.

The Association has assisted in the establishment of scholarships for American highschool youth to attend secondary schools in England thru financial assistance of the Kinsmen Trust Fund—a fund made possible by contributions of English parents whose children were cared for in American homes during the late war. Likewise, the Association has cooperated with the American Association for Health, Physical Education, and Recreation, of the NEA, in the administration of the Babe Ruth Fund, and in the development of “Standards in Athletics for Boys in Secondary Schools.” It has also cooperated with the Hall of Fame in the selection of names to be included in this group.

The Association has made available to the nation’s schools recordings of selected radio programs from the Cavalcade of America series which dramatize significant, historically authentic events in the life and development of America.

Among the activities scheduled for 1953 are: (a) developing plans for the thirty-seventh annual convention to be held in Los Angeles, California, February 21-25, 1953; (b) preparing a list of approved national contests for the school year 1952-53; (c) continuing the study of secondary-school curriculum adjustment by its Committee on Curriculum Planning and Development; (d) expanding field services; (e) continuing the emphasis on Consumer Education; (f) implementing the recently adopted “Standards on High School Athletes.”

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

President—MYRTLE ROBERTS, *Dallas, Texas Public Schools*

Executive secretary—MERRILL F. HARTSHORN, *1201 Sixteenth Street, N. W., Washington 6, D. C.*

Dues (1951) \$4 (includes subscription to *Social Education*, Yearbook, and miscellaneous publications). Contributing membership, \$10

The National Council for the Social Studies, organized in 1921, became an NEA department in 1925. Permanent headquarters were established at the NEA in June 1940. The official journal of the Council was the *Historical Outlook* from 1921 thru 1933; the *Social Studies* from 1934 thru 1936; and has been *Social Education* since January 1937. The Council meets annually in November.

The program of the Council—developed thru publications, committees, and meetings—has dealt with problems of designing a social studies curriculum to meet the needs of presentday society and to improve citizenship training. Emphasis has been placed on problems of international understanding and lasting world peace.

Thru *Social Education*, published monthly October thru May, the Council has offered help and stimulation to teachers attempting to meet presentday demands. *Education for Democratic Citizenship*, Twenty-second Yearbook of the Council, brings teachers some new insights into basic concepts of citizenship in the twentieth century. Chapters deal with citizenship education in the school program at different grade levels and the problems of evaluation of citizenship education. A final section deals with the school and community in the citizenship education program. The volume deals with basic principles and practices of concern to teachers, supervisors, and administrators. New publications during 1951 included *Social Studies for Young Adolescents: Programs for Grades Seven, Eight, and Nine*. A reprint of the Nineteenth Yearbook, *Geographic Approaches to Social Education* and additions were made to the “How To Do It” notebook series.

The Council held its Thirty-first Annual Meeting in Detroit, Michigan, November 22-24, 1951. Joint meetings were held with the American Historical Association, the Mississippi Valley Historical Association, American Political Science Association,

National Council of Geography Teachers, the National Education Association in San Francisco in July, and with various local and affiliated organizations of the Council.

During the year, the Council cooperated with many branches of the federal government in the preparation and distribution of materials which impinge on the social studies.

Plans—Plans for 1952-53 include carrying forward the publications program and meeting with other social science groups and affiliated organizations. The 1952 Yearbook will deal with training of teachers in the social studies field; the 1953 with the development of social studies skills; and the 1954 with the problem of the slow learner.

The Curriculum Committee has scheduled two publications for 1952, one dealing with the social studies at the middle grades and the other with social studies at the senior high-school level. Also scheduled for publication during 1952-53 are bulletins dealing with the sources and use of primary source materials and further publications in the "How To Do It" series.

In 1952-53, the Council will continue to direct its energies thru publications and meetings to strengthening the program of democratic citizenship training in our schools.

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

President—KATHRYN E. STEINMETZ, *district superintendent of schools, 4257 North Tripp Ave., Chicago 41, Ill.*

Secretary—HARRIETT M. CHASE, *chief assistant to the executive secretary, NEA*

Dues (1951)—\$2 payable February 1

Women in school administrative positions organized to form the Council in 1915. The Council became an NEA department in 1932.

A two-year study to evaluate the status of women in administrative positions was concluded. "Policies and Practices in the Employment of Women in Administrative Positions in Rural School Systems," "Administrative Opportunities for Women in School Systems," and "Administrative Women in Higher Education" were completed.

The Council has centralized its materials at NEA headquarters.

Objectives of the Council are: (a) to strengthen professional relations of administrative women, (b) to maintain high professional standards, (c) to promote the advancement of women in education to executive positions, (d) to encourage administration, (e) to urge women to earn educational degrees that will qualify them to hold administrative positions, (f) to secure the promotion of social activity among administrative women in education.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

President—H. W. CHARLESWORTH, *East High School, Denver, Colorado*

Executive secretary—M. H. AHRENDT, *1201 16th Street, N. W., Washington 6, D. C.*

Dues—Individual \$3, Institutional \$5

The Council was organized February 24, 1920 at Cleveland, Ohio. It was incorporated April 28, 1928 under the laws of the state of Illinois "to assist in promoting the interests of mathematics in America, especially in the elementary and secondary fields, . . . and to vitalize and coordinate the work of local organ-

izations of teachers of mathematics." It became a department of the NEA in July 1950.

The National Council of Teachers of Mathematics is the only organization of national scope devoted solely to the interests of teachers and students of mathematics on the elementary, secondary, and college levels. It has done much for the advancement and improvement of mathematics teaching. The growth of the Council has been steady and rapid. Its current membership is 8800. A membership goal of 10,000 has been set for the coming year. Sixty state and local groups of mathematics teachers are affiliated with the Council.

National meetings were held during the past year at Northfield, Minnesota; Stillwater, Oklahoma; Des Moines, Iowa; and Detroit, Michigan. In addition many meetings, institutes, and conferences were held by local and state groups affiliated with the Council. Since the meetings of the Council are designed to give as much assistance as possible to mathematics teachers at all levels, the programs at the meetings were comprehensive, dealing with many phases of the teaching situation. In addition there were mathematics laboratories, showings of films and filmstrips on the teaching of mathematics, and exhibits of textbooks and both commercial and student-made teaching aids.

Eight issues of the official organ, *The Mathematics Teacher*, were published. Articles by outstanding educators were featured. The departments of the journal contained valuable information on teaching aids, history of mathematics, applications, teaching devices, bibliographies, mathematical recreations, and textbooks.

The booklet, *Number Stories of Long Ago*, a history of numbers, was reprinted. A new unit in the series of mathematics kits, *Curve Unit No. 139*, was produced cooperatively with *Science Service*. The *Signal Corps Posters*, a series of 20 posters showing applications of mathematics in radio and communications, were reprinted from the journal and made available in sets. The writing of the 21st Yearbook, *The Learning of Mathematics, Its Theory And Practice*, was completed. An early fall publication date was scheduled.

NATIONAL RETIRED TEACHERS ASSOCIATION

President—ETHEL PERCY ANDRUS, 941 Rosemount Road, Glendale 7, Calif.

Secretary—ALICE REITERMAN, 1445 Pasqualito Drive, San Marino 9, Calif.

Treasurer—HARRY D. VINCENT, 7 Sampson Ave., Troy, New York

Dues—\$1 annually

The NRTA organized in 1947, applied for departmental status at the St. Louis Meeting of the NEA in 1950 and was granted it at the San Francisco meeting in 1951.

The NRTA meetings have been scheduled on a national scale since 1950. A three-day conference and business session is held concurrently with the first three days of the NEA Representative Assembly. Sectional meetings have been held during 1951-52 in several areas of the nation.

Subjects covered in these convention gatherings were already largely:

1. Informational expositions regarding all phases of retirement conditions, problems, challenges, and needs—economics, social, civic, occupational, and housing.
2. The liberalization of retirement benefits geared to the rising cost of living and consistent with the state's ability to finance.
3. The correction of legislative inequalities in the federal income taxation rulings.
4. Adequate education for a strong America.
5. The promotion and support of a local teacher recruitment program.
6. The vigorous support of an effective United Nations and a strong WFOTP.

The officers serve for a two year period, and are already determined in a preliminary election for the next biennium ending 1955.

The NRTA publishes a quarterly called the *Journal of the National Retired Teachers Association*. It keeps the members informed on the various phases of the work and the plans of the association and furnishes a quarterly regional report of the activities of the local and state groups. Topics regularly handled are: National Legislation; Homes for Retirees; the Imperative Need of Civic and Educational Participation by the Membership; the Defense of Public Education, and the Desirability of Pre-retirement Planning.

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION

President—BORDEN R. PURCELL, *director of field service and placement, Indiana State Teachers Association, Indianapolis*

Executive secretary—ROY K. WILSON, *1201 16th St., N. W., Washington 6, D. C.*

Dues—(1951) Individual \$3; group \$5; association \$10. NEA members or affiliated association may join

The classroom teacher stands front and center in any school's public relations program. In many cases, she is the one and only link the parent has with the school system. Her technics in the classroom and her practice of public relations in the community may determine whether large segments of the public actively support, unthinkingly condemn, or apathetically ignore the goals and achievements of modern American education.

With this in mind, the National School Public Relations Association laid special emphasis this year on the development of public relations services for classroom teachers.

As an offshoot of its best-selling handbook *It Starts in the Classroom* (100,000 copies in print), NSPRA introduced in January 1952 a four-page monthly newsletter, also entitled *It Starts in the Classroom*, which reports the latest public relations technics developed by classroom teachers all over the country. The newsletter's Editorial Advisory Board includes the Director of Research of the National Education Association, and one person representing each of the following groups: the NEA Department of Classroom Teachers, the Association for Supervision and Curriculum Development, the NEA Department of Elementary School Principals, the American Association of School Administrators, and the National Association of Secondary-School Principals.

Out of the National Conference on Public Relations in American Education in Chicago, April 30-May 1 (twelve national organizations joined NSPRA as sponsors) grew the publication *Teaming Up for Public Relations*, a handbook for leaders in American education. Published in June 1952, the handbook gives recommendations for preservice and inservice training for classroom teachers and school administrators, suggests ways in which specific groups and agencies can perform these tasks, and provides a guide to resource materials in public relations.

More than 2800 persons talked public relations at fifteen special PR discussion groups co-sponsored by NSPRA and the American Association of School Administrators at AASA's regional conventions in St. Louis, Los Angeles, and Boston.

Delegates to NSPRA's annual meeting in Detroit, early in the proceedings, viewed the new 35 mm filmstrip called "The Teacher and Public Relations" based on the handbook *It Starts in the Classroom*. (The filmstrip includes 50 frames of pictures and text for use with school faculties and school-related groups like PTA.) Another highlight of the convention was "Schools in the Main Stream of News," a panel discussion among six authorities on education, news, and public relations. In a demonstration of a model BIE Day Program, some 75 NSPRA members toured the Cadillac plant, saw and discussed public relations in action as practiced by the General Motors Corporation. In nine Public Relations Clinics, NSPRA members joined NEA delegates to discuss such topics as Parent Participation in

Developing the School Program, Public Relations with Respect to Forthcoming Elections and Legislative Sessions, Audio-Visual Materials for Public Relations, The Use of *It Starts in the Classroom*, Printed Materials for Use in Public Relations, Television in the Public Relations Program, Citizens Committees—How They Work, Building Public Understanding Thru the General Instructional Program, Promising Practices in Reporting to Parents of Elementary School Children.

In preparation for publication early in 1953 are two handbooks—*Print It Right* containing suggestions on printing for school systems and education associations; and a public relations handbook for health, physical education and recreation, to be sponsored jointly by NSPRA and the American Association for Health, Physical Education and Recreation.

NATIONAL SCIENCE TEACHERS ASSOCIATION

President—ARTHUR O. BAKER, *board of education, Cleveland 14, Ohio*

Executive secretary—ROBERT H. CARLETON, *1201 16th St., N. W., Washington 6, D. C.*

Dues—\$4 active; \$6 sustaining; \$2 student \$5 libraries and elementary schools; other rates for Life members and members from business and industry.

Association Journal—*The Science Teacher*, published in September, October, November, February, March, and April; also, *The Elementary School Science Bulletin*, published four or five times a year

This Department was organized in 1895 as the Department of Natural Science. Later known as the American Council of Science Teachers, it merged in 1944 with the American Science Teachers Association (of the American Association for the Advancement of Science) and reorganized as the National Science Teachers Association. A national headquarters office and fulltime staff were established at NEA in 1947-48.

Activities and membership services of NSTA extend into all fields of science and provide for science teaching at every educational level. More than 5000 science teachers, nearly 1000 libraries, about 400 elementary schools, and over 100 educators in business and industry are affiliated with NSTA. The Association has 58 affiliated groups of science teachers organized on a local, state, regional, or national basis.

During 1951-52 meetings of the Association were held in Oklahoma, California, Philadelphia, Pennsylvania and Ann Arbor, Michigan. Plans were made for regional meetings in Atlanta, Georgia in October 1952, St. Louis in December, 1952, and the first national convention of the Association in Pittsburgh, March 19-21, 1953.

The Science Teacher added to its prestige during the year with six issues, and the *Packet Service* for members again distributed four packets of evaluated teaching aids for science. A new publication expressly for elementary school use was launched—*The Elementary School Science Bulletin*.

Plans were perfected for the organization of the Future Scientists of America Foundation. Five lines of action were approved for immediate attention: science achievement awards for students, recognition awards for teachers, research in science teaching, institutes and workshops for science teachers, and guidance and other services to science-career minded students. The 1952 program of science achievement awards was sponsored by the American Society for Metals. More than 1500 teachers and students participated in this program; 55 prize-winning papers were selected. The Administrative Committee of FSAF has several additional projects under consideration for early activation.

Plans for the year ahead will place heavy emphasis on efforts to enlist more

science teachers in membership support of their Association's professional efforts. Already outstanding for the membership services rendered, NSTA will endeavor to raise the membership enrolment to 10,000 individual science teachers during 1952-53.

RURAL EDUCATION

President—W. A. EARLY, *superintendent of schools, Chatham County, Savannah, Georgia*

Executive secretary—HOWARD A. DAWSON, *1201 Sixteenth Street, N. W., Washington, D. C.*

Dues (1951)—\$2

The present Department of Rural Education was organized in 1919, as an outgrowth of the Department of Rural and Agricultural Education. The latter had been authorized by the NEA Board of Directors in 1907. Since 1936, the Department has had the assistance of the NEA Division of Rural Service. The Division's headquarters staff is also the staff for the Department.

The constitution of the Department provides for a general organization and several divisions to meet the needs of groups who function in special areas in the rural field. Two such divisions now function: County and Rural Area Superintendents and School Transportation.

The Department functions thru an executive and other standing committees; regional committees on rural life and education; and state directors who serve as reporters on rural education in their states and stimulators to action on meeting the educational needs of rural people in their states.

Meetings sponsored by the Department in 1951-52 involved both educators and laymen in planning and program. Six regional Conferences on rural life and education were held in 1951-52. The Sixth National Conference of County and Rural Area Superintendents was held in Dallas, Texas. It brought together approximately 1000 administrators and other leaders working in rural areas for discussion and plans for action around the theme: "Today's Achievements; Tomorrow's Challenges." The Department joined the American Association of School Administrators in sponsoring and helping organize four regional conferences on administrative leadership serving community schools.

The Department held its annual meeting at St. Louis, Missouri, and two sectional meetings at Boston and Los Angeles around the theme: "A Comprehensive Program of Rural Life and Education." The Department is expanding its program of cooperation with rural educators around the world.

Among the publications issued by the Department in 1951-52 were four issues of *Rural Education News*, the *Proceedings* of the Sixth National Conference of County and Rural Area Superintendents, and the 1952 Yearbook of the Department, written by Amber Arthun Warburton, entitled, *Guidance in a Rural Community*.

SPEECH ASSOCIATION OF AMERICA

President—LIONEL CROCKER, *professor of speech, Denison University, Granville, Ohio*

Executive secretary—O. A. HITCHCOCK, *professor of speech, State University of Iowa, Iowa City, Iowa*

Dues (1951)—\$2.50 student; \$3.50 regular; \$15 sustaining

This Department, organized in 1914 by a small group of speech teachers, became a department of the NEA in 1939.

The Department publishes the *Quarterly Journal of Speech*, founded in 1915; the *Speech Monographs*, issued since 1934; *The Speech Teacher*, a new journal which first appeared in January, 1952, intended primarily for elementary- and secondary-school teachers; and the *Directory of the Speech Association of America*, published yearly since 1935.

The annual three-day conventions of the Department are attended by between 2000 and 2500 members. In 1951 the meeting was held in Chicago.

The Department has always taken a strong interest in research activities in speech and drama. *Speech Monographs* annually records and abstracts theses, dissertations, and other research studies in the fields. Originally an annual publication, *Speech Monographs* has been a quarterly since 1949.

An important unit of the Department is its Teacher Placement Bureau. Each spring the Bureau makes a nationwide survey of probable appointments in speech in order to assist graduates and others to find suitable locations.

In recent years, the volume of memberships, publications, and other activities of the Department has more than tripled. The Speech Association of America is now incorporated under the laws of the state of Missouri as a nonprofit educational organization. The annual meeting will be December 29-31, 1952, in the Netherland Plaza Hotel, Cincinnati, Ohio.

UNITED BUSINESS EDUCATION ASSOCIATION

President—RAY G. PRICE, *University of Minnesota, Minneapolis*

Executive secretary—HOLLIS GUY, *1201 16th St., N.W., Washington, D. C.*

Dues (1951)—\$6 professional; \$3 regular; \$3 student professional; \$1.50 student regular; \$3 additional, International Society

The United Business Education Association was formed in Buffalo, New York, July 1, 1946, thru the merger of the NEA Department of Business Education organized in 1892, and the National Council for Business Education organized in 1933. Permanent headquarters were established at NEA July 1, 1946.

UBEA continued its program for the promotion of better business education thru its publications, conferences, intraining classroom service, cooperating committees, affiliated associations, divisions, and youth organizations.

Business Education (UBEA) Forum, a magazine designed for the classroom teacher, was issued eight times during the year. *The National Business Education Quarterly* featured research business teacher education and administrative problems in business education. Articles were contributed to the *International Review for Business Education* and *NEA Journal*. Eight issues of *FBLA Forum* were published and distributed to members of Future Business Leaders of America chapters.

UBEA's *Students Typewriting Tests*, designed for measuring typewriting production of the student at the end of semesters one thru four, were administered to more than 50,000 secondary-school and college students.

In cooperation with the National Office Management Association, new centers were established for administering the *National Business Entrance Tests* to business graduates and office employees.

One hundred fifty-nine chapters of Future Business Leaders of America were installed to make a total of 624 chapters in secondary-schools and 69 collegiate chapters. Fourteen chapters sponsored FBLA meetings at the state level. A national FBLA convention was held in Chicago on May 29-30. The second national convention, planned for 1953, will be held in Washington, D. C.

The Mountain-Plains Business Education Association (a region of UBEA) was organized and held its first annual meeting in Denver on June 28-29. This organization together with the Southern Business Education Association and

Western Business Education Association make a total of three unified regional associations and 51 state and local associations of business teachers which are identified with UBEA.

Representatives of the UBEA affiliated and unified associations met in Denver on June 28-29 for their annual conference and business meeting. Conference groups were in session during the meeting for the purpose of considering problems in business education and making recommendations to the UBEA National Council for Business Education.

The 1952 Congress of the International Society for Business Education was held in New York City and Washington, D. C. Hosts to this conference were US Chapter of the International Society and the UBEA.

The four UBEA Divisions—National Association of Business Teacher-Training Institutions, Business Education Research Foundation, Administrators Division of UBEA, and US Chapter of the International Society for Business Education—held a joint convention in Chicago, February 22-23.

The UBEA professional members—members of the four UBEA Divisions—will meet in Chicago for their annual national convention and the representatives of the UBEA affiliated and unified associations will hold their annual meeting in Detroit in June.

Special bulletins on Research in Business Education, Business Teacher Education, Administrative Problems in Business Education, and Business-Economic Education are planned for release during the new school year.

Existing services will be developed further in an effort to provide better education for office occupations, vocational education for the distributive occupations, business administration, and for management of personal business affairs.

VOCATIONAL EDUCATION

President—O. D. ADAMS, *assistant superintendent of schools, San Francisco*

Secretary—HOBART H. SOMMERS, *assistant superintendent of schools, Chicago*

Dues (1952)—None

The Department of Vocational Education was organized in 1875 as the Department of Industrial Education and continued under this name until 1890 when it was reorganized as the Department of Industrial and Manual Training. In 1899 the name was changed to the Department of Manual Training and in 1914 to the Department of Vocational Training and Practical Arts. It assumed its present name in 1919. The Department meets normally once a year at the annual National Education Association meeting in July. Outside of this meeting the department has not been active but has cooperated with the American Vocational Association, to which organization most members of the department also belong.

At the Detroit Convention of the NEA in 1952, the officers listed above were reelected and a committee was appointed to make plans for the 1953 meeting in Miami, Florida.

ANNUAL REPORTS

FINANCIAL REPORT

REPORT OF BOARD OF TRUSTEES

For the Year Ending May 31, 1952

The Board of Trustees presents the following report on the permanent funds and the properties of the Association. Complete details of financial operations are shown in the accompanying Report of the Auditor and Report of the Treasurer.

The assets of the Permanent Fund of the Association and its departments as of May 31, 1952, as compared with the assets of May 31, 1951, are as follows:

General Fund

	<i>May 31, 1951</i>	<i>May 31, 1952</i>
Cash.....	\$ 32,702.09	\$ 22,610.82
Securities		
Bonds.....	649,635.42	775,214.03
Stock of Linwood Hotel Company— 500 shares no par value		
Original purchase price.....	\$415,344.70	
Paid in by curtailments on mortgage.....(a) 90,000.00	445,344.70	505,344.70
Life Membership Notes—Less Reserve.....	195,204.52	165,218.95
Real Estate—Less Reserve.....	522,845.00	513,232.50
NET BOOK VALUE OF GENERAL FUND PERMANENT FUND ASSETS.....	1,845,731.73	1,981,621.00
Parker Teacher Welfare Fund.....	15,947.79	16,328.60
Department of Elementary School Principals.....	29,539.85	31,152.60
American Association of School Administrators.....	37,384.07	37,844.07
Association of Supervision and Curriculum Development.....	2,995.30	2,995.30
American Association for Health, Physical Education and Recreation.....	10,000.00	13,797.50
National Association of Deans of Women.....	2,813.69	2,838.69
National Council for Social Studies.....	5,500.00	5,625.00
TOTAL NET BOOK VALUE OF PERMANENT FUND ASSETS.....	1,949,912.43	2,092,202.76
Reserve for Life Membership Notes.....	3,722.23	14,571.23
Securities held as Reserve on Building Depreciation.....	180,877.00	190,489.50
TOTAL GROSS BOOK VALUE OF PERMANENT FUND ASSETS.....	\$2,134,511.66	\$2,297,263.49

(a) Only \$30,000.00 paid in at May 31, 1951.

The net assets of the Permanent Fund have increased during the year in the amount of \$138,605.33, and the gross assets in the amount of \$159,066.83. The increase in the assets is accounted for by over 140 new Life Memberships and by increases in investments by transfer of funds available from operating balances.

The securities of the Association and its departments are on deposit in the vault of the American Security and Trust Company, including United States Treasury certificates of indebtedness and bonds purchased as temporary investments. All securities owned, including the stock of the Linwood Hotel Company, costing \$505,344.70, had a total book value or purchase value of \$1,631,908.18, as reported by the Auditors, and a value on the current market of \$1,608,124.17. The difference between the book value and the market value is principally accounted for by fluctuations in the value of U. S. Treasury bonds.

The securities of the National Education Association are fully listed in Exhibit E of the Report of the Auditor. It will be noted that the investment in U. S. Treasury Bonds has become increasingly larger. These Bonds continue to be the safest and most uniformly protected Bonds which the Association can acquire. In the event of demand for collateral for bank loans, they are acceptable in the amount of their face value.

The securities are checked and examined annually by the Auditor. By action of the Board of Trustees, access to the vault may be had only by the Chairman of the Board of Trustees and the Assistant Secretary for Business of the Association jointly, and by a designated member of the Board or the Executive Secretary of the Association in the event of the unavailability of the aforementioned parties. Such unavailability must be proved by proper certification to the Trust Company.

Securities totalling \$190,489.50 are held as Reserve for Building Depreciation. This amount is slightly in excess of the amount to be accounted for under the formula adopted by the Board of Trustees. This formula provides that depreciation shall be carried at the rate of 2% of the cost of buildings for each year of ownership.

Increases in the NEA Permanent Fund come from the payment of life membership dues, by the transfer of the excess of income over expenditures at the end of the fiscal year, and from dividends of the Linwood Hotel Corporation.

Departments have also increased their Permanent Fund investments. Such an increase is essential to the future security of Departments. Such investments are possible through the transfer to the Permanent Fund Account, the excess of income over expenditures.

Early in the fiscal year 1950-51, the Board of Trustees of the National Education Association entered into a contract for the purchase of all capital stock (500 shares) of the Linwood Hotel Co. This corporation is separate and distinct from NEA. It owns and operates the Martinique Hotel.

In the reorganization of the Linwood Hotel Co., A. C. Flora, Chairman of the Board, was made President. Other officers are: Harôld A. Allan, also a member of the Board, Vice-President; and Karl H. Berns, Assistant Secretary for Business, Secretary-Treasurer.

The Association has taken over the fifth floor of the adjoining Hotel Martinique for additional office space. A direct passageway between the two buildings at that floor level was easily provided.

The Martinique continues to operate as a hotel on a profitable basis. Profits from the operation come back to the Association in the nature of dividends or increased assets. The actions taken by the Board of Trustees in the purchase of the capital stock of the Linwood Hotel Co. mark another important milestone in the history of the N. E. A.

The NEA is now occupying every square foot of available space in the NEA Building, the fifth floor of the Martinique Hotel, and one of the houses on M Street, Northwest, owned by the NEA. Our requirements for office space are such that at least another floor of the Martinique Hotel will be required during the coming year. As the Association looks into the future new office building construction is required. The Board of Trustees recommends that this building project, including the financing, will be a part of the Centennial Action Program. The Board of Trustees is now negotiating with a competent architect in the planning of a future office building.

By a trust deed conveyance by Dr. Charles H. Shamel, the Association acquired in 1947, 230 acres in Charles County, Maryland. This property is located thirty-five miles from Washington and was formerly a plantation. It is now known as the Nanjemoy Nature Reserve and is held by the Association for future development as an educational, scientific and recreational center.

The National Education Association has closed another fiscal year in a strong financial position. The Permanent Fund must be increased in order to provide the necessary building fund to meet the growing housing needs of the Association.

Following is Cash Report of the Permanent Fund Principal Account:

PERMANENT FUND—PRINCIPAL ACCOUNT
CASH REPORT

For the Fiscal Year Ended May 31, 1952

General Fund

Cash on hand, May 31, 1951.....	\$ 32,702.09	
Receipts from Life Memberships.....	40,721.17	
Transfer from General Fund.....	125,000.00	
Dividend Linwood Hotel Company.....	10,000.00	
Interest Adjustment.....	2.54	
Proceeds on Sale of Bonds.....	7,149.15	
TOTAL ACCOUNTABILITY.....		\$215,574.95

DISBURSEMENTS:

Purchase of U. S. Treasury Bonds.....	132,939.13	
Curtailments Linwood Hotel Co. Mortgage.....	60,000.00	
Refund of Life Memberships.....	25.00	192,964.13
CASH BALANCE—MAY 31, 1952.....		22,610.82

Parker Teacher Welfare Fund

Cash on hand May 31, 1951.....	1,886.68	
Interest and Dividends Received.....	390.02	
Proceeds of \$1,000.00 Port of New York Authority.....	999.54	
	3,276.24	
LESS		
Purchase of \$1,000.00 U. S. Treasury Bonds 2 ½% of 1967-72.....	976.25	
		2,299.99

American Association of School Administrators

Cash on Hand May 31, 1951.....	185.85	
Receipts from Life Memberships.....	25.00	
BALANCE MAY 31, 1952.....		210.85

Department of Elementary School Principals

Cash on Hand May 31, 1951.....	5,223.80	
Receipts from Life Memberships.....	959.00	
Interest Received.....	653.75	
BALANCE MAY 31, 1952.....		6,836.55

Association of Supervision and Curriculum Development

Cash on Hand May 31, 1951 and May 31, 1952.....	775.30	
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National Association of Deans of Women

Cash on Hand May 31, 1951.....	2,295.69	
Life Memberships Received.....	25.00	
BALANCE MAY 31, 1952.....		2,320.69

National Council for Social Studies

Cash on Hand May 31, 1951.....	\$	500.00
Interest Received.....		125.00
BALANCE MAY 31, 1952.....	\$	625.00
TOTAL CASH BALANCE MAY 31, 1952, on deposit at		
American Security and Trust Company.....	\$	35,679.20

Following is a statement of the Permanent Fund Income Account:

INCOME:

Interest on Deposits.....	\$	201.44
Interest on Bonds.....		17,825.31
Rents.....		61,560.00
Dividends on stock of Linwood Hotel Co.....		10,000.00
	\$	89,586.75

Deduct

EXPENDITURES:

Alterations, Repairs.....	\$	469.00
Taxes.....		780.64
Rental of Safe Deposit Box.....		42.00
Air Conditioning.....	2,943.00	\$ 4,234.64
To Treasurer.....	\$ 75,352.11	
Retained in Permanent Fund—Dividends of Linwood Hotel Company.....	10,000.00	
Net Income 1951-52.....	85,352.11	\$ 85,352.11

A full statement of the Permanent Fund is shown in the Report of the Auditor in Exhibit D with the detailed schedule of securities owned in Exhibit E.

The Board of Trustees held meetings on June 30, 1951, July 7, 1951, September 15, 1951, October 6, 1951, November 3, 1951, January 16-17, 1952, February 24, 1952 and April 26-27, 1952.

Board of Trustees	{	A. C. Flora, Chairman F. L. Schlagle, Secretary Harold A. Allan J. Cloyd Miller Mabel Studebaker
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REPORT OF AUDITORS
WAYNE KENDRICK & COMPANY.
CERTIFIED PUBLIC ACCOUNTANTS
Rust Building, Washington 5, D. C.

June 17, 1952

Mr. J. Cloyd Miller, President
National Education Association of the United States
1201 Sixteenth Street, N. W.
Washington, D. C.

Dear Sir:

We have examined the books and records of account of the National Education Association of the United States for the fiscal year ended May 31, 1952, and present herewith our report comprised of the following exhibits and comments:

Exhibit "A"—Statement of Assets and Liabilities as at May 31, 1952.

Exhibit "B"—Condensed Comparative Statement of Income and Expenses for the Fiscal Years Ended May 31, 1951 and 1952.

Exhibit "C"—Income and Expenses for the Fiscal Year Ended May 31, 1952.

Exhibit "D"—Assets of Permanent Funds as at May 31, 1952.

Exhibit "E"—Investments in Securities—Permanent Funds as at May 31, 1952.

Exhibit "F"—War and Peace Fund—Analysis of Receipts and Disbursements for the Fiscal Year Ended May 31, 1952.

Exhibit "G"—Overseas Teacher Relief Fund—Analysis of Receipts and Disbursements for the Fiscal Year Ended May 31, 1952.

Comments

Our examination involved primarily the verification of assets and liabilities of the association as at May 31, 1952, but we made sufficient tests of income and expense accounts to assure ourselves of the substantial accuracy thereof.

Cash in banks was verified by a comparison of all checks paid out of the "regular" account by the depository with amounts entered in the books of account and by a test of other accounts. Such checks as were included in the test were also inspected as to payees and endorsements. All bank accounts were verified by direct correspondence with the depositories. Cash on hand was verified by actual count. Income checks of permanent funds were verified by inspection of the checks showing payments to the "regular" account.

Accounts receivable—advertising, publications, exhibits, etc., amounting to \$42,821.91, were verified by inspection of the individual accounts in the ledger and proof thereof with the control account.

Postdated and protested checks were verified by inspection.

State, county, and municipal warrants were verified by inspection.

Stamped envelopes, cards, stamps, and office supplies were inventoried by your staff, and an inspection and test-check was subsequently made by us to determine the reasonableness as to quantities and prices thereof. We also checked calculations and extensions of the larger items.

Office furniture and fixtures, \$145,766.09, is the net value shown by the records after deducting the accumulated reserve for depreciation amounting to \$133,023.67. We verified the additions made to this account during the year by inspection of purchase invoices. A physical inventory was made by your employees, which we examined and compared with a similar inventory as of May 31, 1951. We decreased the book value to the physical inventory by increasing the reserve for depreciation in the amount of \$7,916.93.

The building depreciation fund and the corresponding depreciation reserve were increased in the amount of \$9,612.50 during the current fiscal year. This amount represents the book value of \$10,000.00 United States Treasury Bonds, 2½% of 1967-72. This increase maintains a reserve of approximately 2% for each year of ownership of the buildings by the association, in accordance with an authorization of the board of trustees on January 30, 1942.

Notes receivable—life members, in the amount of \$179,790.18, as shown on exhibit "D", were examined and proved to the total shown by the control account. It is believed that the present reserve of \$14,571.23 is sufficient to cover the anticipated loss on the non-collection of the outstanding notes at the present time.

The unpaid balances of life membership notes have been classified as follows:

	Number of Notes	Balance Due
Payments Current.....	2,682	\$158,178.68
Payments in Arrears One Year or More.....	327	20,093.50
Old Notes Considered Uncollectible.....	29	1,518.00
TOTALS.....	3,038	\$179,790.18

In the course of our examination, we also found that members who did not sign notes are making payments of life membership as follows:

	Number of Subscriptions	Amount Subscribed	Collected	Balance Unpaid
Active—Payments Made More or Less Currently....	188	\$22,650.00	\$ 4,464.50	\$18,185.50
Delinquent.....	7	715.00	284.00	431.00
TOTALS.....	195	\$23,365.00	\$ 4,748.50	\$18,616.50

The unpaid balance of \$18,616.50 has not been entered on the books and is not included in the assets of the permanent funds.

All securities were verified by actual inspection on April 25, 1952, at the safe deposit vault of the American Security and Trust Company. The following summary shows the book value and approximate market value as at May 31, 1952, of the securities in the various funds of your association:

Fund	Book Value May 31, 1952	Market Value May 31, 1952
General.....	\$1,090,069.23	\$1,076,818.12
General—Reserved for Building Fund.....	190,489.50	189,104.81
American Association for Health, Physical Education, and Recreation	13,797.50	13,604.50
American Association of School Administrators.....	37,633.22	36,914.77
Elementary School Principals.....	24,316.05	20,539.84
Supervision and Curriculum Development.....	2,220.00	2,466.00
National Association of Deans of Women.....	518.00	650.30
National Council for Social Studies.....	5,000.00	4,745.00
Parker Teacher Welfare Fund.....	14,028.61	13,989.38
Reserve Fund for Retirement Annuities.....	48,736.88	47,220.00
Operating Funds—Temporary Investment (Including Accrued Interest).....	205,101.19	203,055.25
TOTALS	\$1,631,910.18	\$1,609,107.97

It will be noted from exhibit "A" that the total net equity value of the permanent funds assets was \$2,092,202.76 at May 31, 1952, as compared to \$1,949,912.43 at May 31, 1951. The increase is accounted for as follows:

NET EQUITY VALUE AT MAY 31, 1951—	
Per Prior Audit Report.....	\$1,949,912.43

Add:

INCREASES IN THE FOLLOWING:

General Fund	
Life Membership Net Income.....	\$ 25,710.60
Transfers from General Fund.....	135,000.00
American Association of School Administrators.....	460.00
Elementary School Principals Fund.....	1,612.75
Parker Teacher Welfare Fund.....	380.81
National Council for Social Studies.....	125.00
National Association of Deans of Women.....	25.00
American Association for Health, Physical Education, and Recreation.....	3,797.50
	\$2,117,024.09

Deduct:		
Increase in Reserve for Depreciation on Building (See Prior Comment).....	\$ 9,612.50	
Increase in Reserve for Loss on Life Membership Notes Receivable.....	15,000.00	
Loss on Redemption of City of Monessen Bonds.....	208.83	24,821.33
NET EQUITY VALUE MAY 31, 1952.....		<u>\$2,092,202.76</u>

Amounts due associated departments were accepted as shown by the books. Charges for expenditures against these accounts are, however, examined by us as they are cleared through the operating accounts. The total shown on exhibit "A" is comprised of amounts due to or from departments as follows:

American Association for Health, Physical Education, and Recreation	
General Fund.....	\$ 2,986.00
Babe Ruth Foundation.....	5,449.07
Savings Account.....	3,562.50
Ruth Jones Scholarship Fund.....	1,681.61
American Association of School Administrators	
General.....	26,946.20
Educational Research Service.....	22,957.48
National Council of Administrative Women in Education.....	2,184.34
American Educational Research Association	
General.....	7,865.13
Encyclopedia.....	6,149.04
Fellowship Account.....	200.00
Department of Adult Education	
General.....	7,893.69
Joint Committee.....	67.44
Ford Foundation Grant.....	8,109.78
National Art Education Association.....	216.13
Department of Elementary School Principals	
General.....	11,208.91
Current Savings.....	10,302.25
Department of Rural Education	
Health Education Publications.....	618.31
County Superintendents Fund.....	212.69
National Science Teachers Association.....	4,907.77
National Association of School Secretaries.....	3,050.92
National Council of Teachers of Mathematics.....	29,077.52
Association of Supervision and Curriculum Development	
General.....	24,732.38
Reconstruction Fund.....	8.00
Building America.....	431.72
Department of Home Economics	
General.....	1,055.02
Better Light—Better Sight Bureau.....	94.60
Department of Audio-Visual Instruction	
General.....	2,512.54
Chief State School Officers Fund.....	16.47
National Association of Deans of Women.....	3,730.35
National Association of Secondary School Principals.....	986.12
National School Public Relations Association.....	17,990.62
International Council for Exceptional Children.....	11,028.70
National Council for the Social Studies Reserve Fund.....	920.75
American Educational Research Association.....	2,920.40
The Future Scientists of America Foundation.....	6,708.65
Exceptional Children Association for the Aid of Crippled Children.....	24,113.57

Resource Units—Secondary School Principals—Social Studies.....	5,013.13
Joint Publication Project—International Understanding.....	4,267.36
Music Educators National Conference.....	446.11
	<u>\$262,623.27</u>

Less:	
OVERDRAWN	
United Business Education Association	\$ 246.90
Department of Rural Education—General.....	3,078.73
National Science Teachers Association	20,879.62
National Council for the Social Studies	
General.....	9,928.99
Editorial Fund.....	2,001.27
	<u>36,135.51</u>
TOTAL.....	<u>\$226,487.76</u>

Included in the liability section of the statement of assets and liabilities are unexpended balances of funds received for the support of the following commissions and special projects:

Tours.....	\$ 89,831.49
Horace Mann—Hugh Birch Fund.....	24,725.61
Safety Education Project.....	18,133.63
Department of State—Foreign Student-Trainee Activity.....	270.64
National Council on Teacher Retirement.....	2,105.54
Department of State—Orientation Center Project.....	2,237.89
Adult Education Training Laboratory	
Carnegie Corporation Grant.....	33,065.70
Consultant Fees.....	2,850.34
Public School Adult Education—Survey Grant.....	5,107.56
Federal Aid for Negro Education in Mississippi.....	473.26
United Nations Education Service.....	9,507.54
National Conference on Citizenship—Fees	1,682.81
United States—France Interchange of Teachers—Independent Aid, Inc.	6,100.09
United States Public Health Service.....	23,734.29
	<u>\$219,826.39</u>

Less:	
OVERDRAWN	
National Council for Chief State School Officers.....	\$216.25
National Training Laboratory—Bethel, Maine.....	63.56
	<u>279.81</u>
TOTAL.....	<u>\$219,546.58</u>

Suspense, shown in the liability section of exhibit "A", in the amount of \$1,030.64, is comprised of cash received from various sources from memberships, etc., carried in this account until information is received showing the proper accounts to be credited.

A comparative summary of budgeted and actual expenditures showing the amounts under or over the budget figures is shown below:

	Actual Expenditures	Budget Allowance	Over or Under Budget
Board of Trustees	\$ 4,216.77	\$ 3,500.00	\$ 716.77
Elected Directors	31,680.44	27,500.00	4,180.44
Executive Committee.....	19,897.63	17,500.00	2,397.63
General Office.....	31,016.88	30,500.00	516.88
Physical Plant.....	120,765.07	121,000.00	234.93
Annual Conventions.....	23,723.61	25,000.00	1,276.39
Publications—Printing and Distribution.....	548,003.76	515,000.00	33,003.76
Departments			
Classroom Teachers	76,760.16	95,000.00	18,239.84
Higher Education	56,757.06	63,500.00	6,742.94
Others	27,960.26	30,000.00	2,039.74

	<i>Actual Expenditures</i>	<i>Budget Allowance</i>	<i>Over or Under Budget</i>
Committees.....	\$ 61,694.54	\$ 61,700.00	\$ 5.46
Educational Policies Commission.....	61,668.72	72,000.00	10,331.28
National Commission for Defense of Democracy Through Education.....	72,249.25	75,000.00	2,750.75
Commission on Teacher Education and Professional standards.....	64,143.39	64,000.00	143.39
Association Membership Fees.....	150.00	150.00	—
Expenses of Delegates.....	50,729.60	45,000.00	5,729.60
Group Hospitalization.....	3,960.00	5,500.00	1,540.00
Retirement Annuities and Insurance.....	60,606.76	58,250.00	2,356.76
World Organization of the Teaching Profession.....	9,523.67	10,000.00	476.33
Social Security.....	11,180.40	15,000.00	3,819.60
Divisions			
Executive Secretary's Office.....	80,514.90	78,500.00	2,014.90
Press and Radio Relations.....	62,053.77	64,500.00	2,446.23
Accounts.....	45,622.14	45,000.00	622.14
Business.....	66,025.79	69,000.00	2,974.21
Publications			
General.....	108,672.08	110,500.00	1,827.92
Future Teachers of America Unit.....	20,610.55	17,250.00	3,360.55
Research.....	139,570.41	149,500.00	9,929.59
Records.....	126,971.01	120,000.00	6,971.01
Administrative Service.....	30,825.84	29,000.00	1,825.84
Membership.....	34,217.06	32,000.00	2,217.06
Promotion and Maintenance of Membership			
Direct Service.....	56,306.28	55,000.00	1,306.28
Cooperative State Projects.....	113,320.84	118,000.00	4,679.16
Rural Service.....	57,555.93	57,500.00	55.93
Legislative—Federal Relations	48,783.15	50,000.00	1,216.85
Adult Education.....	29,821.78	32,500.00	2,678.22
Audio-Visual Aids.....	28,010.54	25,000.00	3,010.54
Travel Service.....	8,186.75	8,000.00	186.75
Executive Secretary's Contingent Fund	1,847.66	2,959.00	1,111.34
Reserve for Contingencies.....	321.50	68,000.00	67,678.50
Motion Picture Production.....	24,886.93	25,000.00	113.07
Nanjemoy—Plans and Improvements.....	388.98	5,000.00	4,611.02
Reserve for Retirement Annuities.....	10,000.00	10,000.00	—
Emergency Fund—Federal Legislative— Conference Field Services.....	4,511.31	65,000.00	60,488.69
TOTALS.....	<u>\$2,435,713.17</u>	<u>\$2,572,309.00</u>	<u>\$ 136,595.83</u>

Only a minor part of the cash value of retirement annuity insurance policies on the lives of employees is realized by the Association, hence it is not carried as an asset on the books. When policies are surrendered for cash-values, the excess over the amounts refunded to resigning employees is deposited in the bank, and credited to the Reserve for Retirement Annuities. Special payments to retired employees are charged against this account.

We examined the policies now in effect and checked the premiums paid during the current fiscal year. We also accounted for the policies canceled and the refunds received thereon.

Prepaid subscriptions and memberships have been treated as income at the time received. Such items as prepaid insurance, other expenses, etc., have been treated as expenses at the time the invoices therefor were received.

The following is a summary of the permanent funds income account for the current year:

INCOME		
Interest on Deposits.....		\$ 201.44
Interest on Bonds (Net).....		17,825.31
Dividend on Stock of Linwood Hotel Co.....		10,000.00
Rents.....		61,560.00
		<u>\$89,586.75</u>
Deduct:		
EXPENDITURES		
Alterations and Repairs.....	\$ 469.00	
Taxes.....	780.64	
Rental of Safe Deposit Box.....	42.00	
Air Conditioning Unit.....	2,943.00	4,234.64
		<u>\$85,352.11</u>
BALANCE—NET INCOME.....		<u><u></u></u>

An analysis of the War and Peace Fund for the current fiscal year is shown on exhibit "F". This fund, with the exception of a very small amount, is restricted to use for the purpose for which appropriated.

A summary of the total appropriations, total expenditures, and unexpended balances of each project under the fund is as follows:

	Appropriation	Expended	Unexpended Balance 5/31/52
Educational Policies Commission.....	\$ 50,000.00	\$ 50,000.00	\$ —
Educational and Federal Relations.....	50,000.00	41,404.25	8,595.75
Teacher Recruitment Project.....	8,500.00	8,500.00	—
Community Conferences.....	25,000.00	23,224.83	1,775.17
Secretary's Emergency Fund.....	6,000.00	4,801.19	1,198.81
Defense Commission Investigations, Etc.....	25,000.00	25,000.00	—
Department of Classroom Teachers.....	29,000.00	29,000.00	—
Department of Social Studies.....	815.67	815.67	—
Department of Rural Education.....	30,000.00	30,000.00	—
Leader's Letter.....	3,600.00	3,600.00	—
Strengthening Lay Support.....	5,000.00	4,641.16	358.84
Secondary School Principals Project.....	2,500.00	2,500.00	—
World Conference of the Teaching Profession.....	4,000.00	4,000.00	—
Educational Policies Commission—All American Children.....	18,000.00	18,000.00	—
Committee on International Relations.....	15,000.00	15,000.00	—
Manual for Local Associations.....	7,010.63	7,010.63	—
National Commission on Teacher Education and Professional Standards.....	12,500.00	12,500.00	—
Unappropriated.....	197.57	—	197.57
TOTALS.....	<u>\$292,123.87</u>	<u>\$279,997.73</u>	<u>\$ 12,126.14</u>

The Overseas Teacher Relief Fund, showing a balance on exhibit "A" of \$6,960.62, is restricted to use for the purposes for which it was originally solicited. An analysis of the transactions in this account for the current year is shown on exhibit "G".

The association also holds title, as trustee, to a tract of land approximating 230 acres in Charles County, Maryland. This land was conveyed by Charles H. Shamel, and is to be designated as the Nanjemoy Nature Reserve. The conditions of the trust deed are such that this land is not carried on the books as an asset.

The following insurance and fidelity bond policies now in effect were examined by us:

	Coverage
General Accident—Tours.....	\$ 5,000.00—\$100,000.00/\$200,000.00
Comprehensive General Liability—Including Elevators.....	100,000.00— 300,000.00
Boiler Explosion.....	50,000.00
Building Contents—Fire.....	84,000.00
Office Furniture—Burglary.....	1,000.00
Workmen's Compensation.....	Complete
Messenger Robbery—Securities and Payroll.....	25,000.00
Messenger and Interior Robbery.....	2,450.00

Buildings and Contents—1201 16th Street and M Street Properties.....	\$ 928,960.00
Building—Nanjemoy Reserve—Fire.....	2,000.00
Fidelity Bond	
Executive Secretary.....	115,000.00
All Other Employees.....	10,000.00
Travel Service—Personal Accident—Each.....	2,500.00/\$5,000.00
Travel Service—Personal Effects—Each.....	250.00

Subject to the foregoing comments, we hereby certify that, in our opinion, the attached statement of assets and liabilities, marked exhibit "A", reflects the true financial condition of the National Education Association of the United States as at May 31, 1952.

Respectfully submitted,

WAYNE KENDRICK & COMPANY,
By Wayne Kendrick
Certified Public Accountant

EXHIBIT "A"

STATEMENT OF ASSETS AND LIABILITIES
As At May 31, 1952

ASSETS

GENERAL ACCOUNTS

CASH—ON DEPOSIT, IN TRANSIT, AND ON HAND

UNRESTRICTED

Special Account.....	\$103,973.91
Regular Account (Restricted Below).....	269,079.20
Petty Cash.....	1,000.00
Foreign Checks—Deposited for Collection.....	4,177.01

RESTRICTED

REGULAR ACCOUNT

Associated Departments Funds.....	\$216,185.51
Commissions and Special Projects.....	219,546.58
Reserve for Retirement Annuities.....	16,379.45
Nanjemoy Nature Reserve.....	600.00
	<hr/>
Elementary School Principals Fund.....	10,302.25
War and Peace Fund—See Comments.....	12,126.14
Overseas Teacher Relief Fund—See Comments.....	7,053.22
Du Shane Memorial Defense Fund.....	22,157.84
	<hr/>

TOTAL CASH..... \$ 882,581.11

Temporary Investment—United States Treasury Notes
and Accrued Interest..... 205,101.19

ACCOUNTS RECEIVABLE

Retirement Annuity Premiums Advanced for State Associations.....	\$ 11,879.92
Advertising, Publications, Exhibits, Etc.....	42,821.91
Postdated Checks.....	1,091.00
Protested Checks.....	332.60
	<hr/>
	\$ 56,125.43

Less: Reserve for Doubtful Accounts..... 2,548.16 53,577.27

State, County, and Municipal Warrants..... 686.47

INVENTORIES		
Stamped Envelopes, Cards, and Stamps.....	\$ 10,282.07	
Office Supplies and Stationery.....	20,194.44	
Volumes of Proceedings and Publications (Nominal Value).....	500.00	30,976.51
Travel and Salary Advances.....		629.10
Office Furniture and Fixtures.....	\$278,789.76	
Less: Reserve for Depreciation.....	133,023.67	145,766.09
Reserve for Retirement Annuities—Securities.....		48,736.88
TOTAL GENERAL ACCOUNTS ASSETS.....		\$1,368,054.62
PERMANENT FUNDS ASSETS—From Exhibit "D" (Net).....		2,092,202.76
TOTAL ASSETS.....		\$3,460,257.38

LIABILITIES AND NET WORTH

LIABILITIES		
Vouchers Payable.....	\$ 1,929.46	
War and Peace Fund—From Exhibit "F".....	12,126.14	
Overseas Teacher Relief Fund—From Exhibit "G".....	6,960.62	
Due Associated Departments (See Comments).....	\$226,487.76	
Unexpended Balances of Commissions and Special Projects (See Comments).....	219,546.58	
Accrued Payroll.....	63,117.00	
Social Security Tax.....	874.72	
Du Shane Memorial Defense Fund.....	22,157.84	
Salary Deductions—Savings Bonds.....	925.25	
Withholding Tax Deductions.....	10,249.55	
Suspense.....	1,030.64	\$ 565,405.56
NET WORTH REPRESENTED BY		
Permanent Funds—Shown in Detail on Exhibit "D".....	\$2,092,202.76	
Reserve for Retirement Annuities.....	65,116.33	
Nanjemoy Nature Reserve.....	600.00	
SURPLUS		
Balance June 1, 1951—Per Prior Audit Report.....	\$581,997.49	
Add:		
Net Income for the Fiscal Year Ended May 31, 1952—From Exhibit "B".....	289,935.24	
	\$871,932.73	
Deduct:		
Transfer to Permanent Fund.....	135,000.00	736,932.73
		2,894,851.82
TOTAL LIABILITIES AND NET WORTH.....		\$3,460,257.38

NOTE: Vouchers payable, approximating \$12,000.00, for purchases during May, 1952, are not included in the liabilities of this report. A major portion of this is applicable to expenses for the current fiscal year, but will be paid out of the 1952-1953 budget.

EXHIBIT "B"

CONDENSED COMPARATIVE STATEMENT OF INCOME AND EXPENSES

For the Fiscal Years Ended May 31, 1951 and 1952

	Fiscal Years Ended May 31,		1952 Increase or Decrease Over 1951
	1951	1952	
INCOME—From Exhibit "C"			
Permanent Funds—Net Income	\$ 79,602.27	\$ 85,352.11	\$ 5,749.84
Memberships.....	1,836,880.08	1,938,836.64	101,956.56
Journal of the N. E. A.—Subscriptions.....	454,927.00	479,834.58	24,907.58
Journal of the N. E. A.—Advertising	114,708.06	115,202.98	494.92
Convention Exhibits (Net).....	33,093.22	50,269.02	17,175.80
Research Bulletins—Subscriptions	2,078.20	2,341.18	262.98
Sales of Publications.....	46,990.57	56,611.88	9,621.31
American Education Week (Net).....	23.28	21.66	1.62
Sundry.....	4,176.63	7,105.48	2,928.85
TOTAL INCOME—From Exhibit "C".....	\$2,572,432.75	\$2,735,532.21	\$ 163,099.46
Deduct:			
OPERATING EXPENSES—From Exhibit "C"			
Board of Trustees.....Schedule "B-1"	\$ 2,190.71	\$ 4,216.77	\$ 2,026.06
Elected Directors.....Schedule "B-1"	26,422.73	31,680.44	5,257.71
Executive Committee.....Schedule "B-1"	17,005.91	19,897.63	2,891.72
General Office.....Schedule "B-2"	27,740.69	31,016.88	3,276.19
Physical Plant.....Schedule "B-3"	110,301.96	120,765.07	10,463.11
Annual Conventions.....Schedule "B-4"	21,915.06	23,723.61	1,808.55
Publications—Printing and Distribution.....Schedule "B-5"	533,874.89	548,003.76	14,128.87
Departments			
Classroom Teachers.....Schedule "B-6"	70,906.43	76,760.16	5,853.73
Higher Education.....Schedule "B-7"	58,416.81	56,757.06	1,659.75
Others.....Schedule "B-8"	25,959.82	27,960.26	2,000.44
Committees.....Schedule "B-9"	56,785.83	61,694.54	4,908.71
Educational Policies Commission.....Schedule "B-10"	69,910.59	61,668.72	8,241.87
National Commission for Defense of Democracy Through Education.....Schedule "B-11"	62,513.52	72,249.25	9,735.73
Commission on Teacher Education and Professional Standards.....Schedule "B-12"	62,501.78	64,143.39	1,641.61
Special Appropriations.....Schedule "B-13"	97,914.71	136,150.43	38,235.72
Divisions			
Executive Secretary's Office.....Schedule "B-14"	64,279.97	80,514.90	16,234.93
Press and Radio Relations.....Schedule "B-15"	60,315.16	62,053.77	1,738.61
Accounts.....Schedule "B-16"	40,493.00	45,622.14	5,129.14
Business.....Schedule "B-17"	60,896.31	66,025.79	5,129.48
Publications.....Schedule "B-18"			
General.....	97,282.92	108,672.08	11,389.16
Future Teachers of America	17,527.09	20,610.55	3,083.46
Research.....Schedule "B-19"	135,388.44	139,570.41	4,181.97
Records.....Schedule "B-20"	115,980.80	126,971.01	10,990.21
Administrative Service.....Schedule "B-21"	26,381.32	30,825.84	4,444.52
Membership.....Schedule "B-22"	14,556.05	34,217.06	19,661.01
Promotion and Maintenance of Membership.....Schedule "B-23"	165,894.83	169,627.12	3,732.29
Rural Service.....Schedule "B-24"	56,280.83	57,555.93	1,275.10
Legislative—Federal Relations.....Schedule "B-25"	38,401.81	48,783.15	10,381.34
Adult Education.....Schedule "B-26"	33,919.84	29,821.78	4,098.06
Audio-Visual Aids.....Schedule "B-27"	20,129.82	28,010.54	7,880.72
Travel Service.....Schedule "B-28"	7,630.08	8,186.75	556.67

		Fiscal Years Ended May 31,		1952 Increase or Decrease Over 1951
		1951	1952	
Executive Secretary's Contingent Fund.....	Schedule "B-29" \$	2,347.25	\$ 1,847.66	\$ 499.59
Reserve for Contingencies.....	Schedule "B-30"	14,693.03	321.50	14,371.53
Motion Picture Production.....	Schedule "B-31"	38,490.30	24,886.93	13,603.37
National Conference for Mobilization of Education.....	Schedule "B-32"	9,772.35	—	9,772.35
Nanjemoy—Plans and Improvements.....	Schedule "B-33"	504.63	388.98	115.65
Reserve for Retirement Annuities.....	Schedule "B-34"	10,000.00	10,000.00	—
Emergency Fund—Federal Legislative—Conference Field Service.....	Schedule "B-35"	29,337.04	4,511.31	24,825.73
TOTAL OPERATING EXPENSES—From Exhibit "C"		\$2,304,864.31	\$2,435,713.17	\$ 130,848.86
NET INCOME BEFORE ADJUSTMENT OF INVENTORIES AND DEPRECIATION—From Exhibit "C"		\$ 267,568.44	\$ 299,819.04	\$ 32,250.60
Deduct:				
Adjustment of Postage and Stationery Inventories.....	\$	430.11	\$ 33.13	\$ 396.98
Depreciation of Office Furniture and Fixtures.....		14,919.69	7,916.93	7,002.76
Provision for Bad Debts on Accounts Receivable.....		—	2,000.00	2,000.00
		\$ 14,489.58	\$ 9,883.80	\$ 4,605.78
NET INCOME FROM OPERATIONS FOR THE FISCAL YEARS ENDED MAY 31, 1951 AND 1952..		\$ 253,078.86	\$ 289,935.24	\$ 36,856.38
EXHIBIT "A"				

NOTE: Vouchers payable, approximating \$12,000.00, for purchases during May, 1952, are not included in the liabilities of this report. A major portion of this is applicable to expenses for the current fiscal year, but will be paid out of the 1952-1953 budget.

EXHIBIT "C"

INCOME AND EXPENSES

For the Fiscal Year Ended May 31, 1952

INCOME

Permanent Funds—Net Income.....		\$ 85,352.11
Memberships from Secretary's Office.....		1,938,836.64
Journal of the N. E. A.		
Subscriptions (Part of Membership Dues).....	\$479,834.58	
Advertising.....	115,202.98	595,037.56
Convention Exhibits (Net).....		50,269.02
Research Bulletins—Subscriptions.....		2,341.18
Sales of Publications.....		56,611.88
American Education Week (Net).....		21.66
Sundry.....		7,105.48
TOTAL INCOME—To Exhibit "B".....		<u>\$2,735,532.21</u>

Deduct:

OPERATING EXPENSES

Schedule "B-1"

Board of Trustees.....	\$ 4,216.77	
Elected Directors.....	31,680.44	
Executive Committee.....	19,897.63	\$ 55,794.84

Schedule "B-2"

GENERAL OFFICE

Insurance and Surety Bonds.....	\$ 8,007.20	
Express, Freight, and General.....	5,357.41	
Interest and Discounts Allowed.....	293.53	
Telephone Service.....	8,491.05	
Operators and Information.....	8,867.69	31,016.88

PHYSICAL PLANT

Schedule "B-3"

Heat, Light, and Power.....	\$ 7,794.48	
Janitor Service.....	25,891.53	
Maintenance.....	12,417.06	
Rent.....	74,662.00	120,765.07

Schedule "B-4"

Annual Conventions.....	23,723.61
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Schedule "B-5"

PUBLICATIONS—PRINTING AND DISTRIBUTION

Journal of the N. E. A.....	\$438,945.24
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OTHER PUBLICATIONS

Publications and Reports.....	\$43,117.84	
Research Bulletins.....	9,292.84	
Volume of Proceedings.....	14,743.15	
Public and Education.....	9,491.97	
Handbook and Manual.....	16,522.81	
N. E. A. News.....	15,889.91	109,058.52
		<u>548,003.76</u>

Schedule "B-6"

Department of Classroom Teachers.....	76,760.16
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Schedule "B-7"

DEPARTMENT OF HIGHER EDUCATION

Salaries and Wages.....	\$ 28,846.32	
Travel Expenses.....	9,421.46	
Other Expenses.....	18,489.28	\$ 56,757.06

OTHER DEPARTMENTS		Schedule "B-8"	
Audio-Visual Instruction.....	\$	1,000.00	
Administrative Women in Education.....		1,000.00	
Art Education.....		1,500.00	
Business Education.....		5,000.00	
American Industrial Arts Association.....		400.00	
Kindergarten-Primary Education.....		131.69	
Rural Education.....		2,500.00	
Science Instruction.....		6,000.00	
Secondary Teachers.....		120.49	
Home Economics.....		700.00	
International Council for Exceptional Children.....		6,000.00	
Music Educators National Conference.....		2,750.00	
Emergency Needs of Other Departments.....		858.08	27,960.26

COMMITTEES		Schedule "B-9"	
By-Laws and Rules.....	\$	1,145.38	
Cooperation with National Congress— Parents and Teachers.....		968.58	
Credit Unions.....		1,204.65	
Ethics.....		2,639.78	
International Relations.....		22,844.91	
Legislative—Federal Relations.....		5,885.45	
Library.....		723.12	
Citizenship.....		9,883.51	
Resolutions.....		1,401.93	
Retirement.....		955.72	
Tax Education.....		2,767.99	
Tenure and Academic Freedom.....		6,085.98	
Cooperation with American Legion.....		1,287.05	
Cooperation with American Teachers Association.....		1,960.67	
Joint Committee on Health Problems in Education.....		939.82	
Emergency Needs of Other Committtées.....		1,000.00	61,694.54

Schedule "B-10"		
Educational Policies Commission.....		61,668.72

Schedule "B-11"		
National Commission for Defense of Democracy Through Education.....		72,249.25

Schedule "B-12"		
Commission on Teacher Education and Professional Standards.....	\$	64,143.39

SPECIAL APPROPRIATIONS		Schedule "B-13"	
Association Membership Fees.....	\$	150.00	
Expense of Delegates.....		50,729.60	
Group Hospitalization.....		3,960.00	
Retirement Annuities and Insurance.....		60,606.76	
Social Security.....		11,180.40	
World Organization of the Teaching Profession.....		9,523.67	136,150.43

DIVISIONS		Schedule "B-14"	
EXECUTIVE SECRETARY'S OFFICE			
Salaries and Wages.....	\$	66,079.26	
Travel Expenses.....		8,075.18	
Other Expenses.....		6,360.46	80,514.90

PRESS AND RADIO RELATIONS		Schedule "B-15"	
Salaries and Wages.....	\$ 42,826.39		
Travel Expenses.....	4,736.29		
Photographs and Cuts.....	673.01		
Radio Broadcasting.....	7,218.49		
Expanded Services—Field of Public Relations.....	2,628.86		
Other Expenses.....	3,970.73		62,053.77
ACCOUNTS		Schedule "B-16"	
Salaries and Wages.....	\$ 42,107.57		
Travel Expenses.....	518.05		
Other Expenses.....	2,996.52		45,622.14
BUSINESS		Schedule "B-17"	
Salaries and Wages.....	\$ 57,681.55		
Travel Expenses.....	5,323.88		
Advertising.....	312.98		
Mailing Section.....	789.93		
Multigraph Section.....	750.47		
Other Expenses.....	2,667.92		66,025.79
PUBLICATIONS		Schedule "B-18"	
GENERAL			
Salaries and Wages.....	\$93,204.40		
Travel Expenses.....	2,270.83		
Cuts, Leaflets, and Packets.....	408.96		
Photographs and Cuts.....	127.91		
Centennial Action Program.....	10,008.11		
Other Expenses.....	2,651.87	\$108,672.08	
FUTURE TEACHERS OF AMERICA			
Salaries and Wages.....	\$16,408.48		
Travel Expenses.....	1,653.60		
Other Expenses.....	2,548.47	20,610.55	\$ 129,282.63
RESEARCH		Schedule "B-19"	
Salaries and Wages.....	\$126,545.15		
Travel Expenses.....	2,152.07		
Charts, Tables, and Legislative Reference Service.....	1,347.56		
Library.....	2,113.15		
Other Expenses.....	7,412.48		139,570.41
RECORDS		Schedule "B-20"	
Salaries and Wages.....	\$119,113.35		
Travel Expenses.....	2,373.09		
Graphotype Supplies and Addressograph Operation.....	2,515.11		
Other Expenses.....	2,969.46		126,971.01
ADMINISTRATIVE SERVICE		Schedule "B-21"	
Salaries and Wages.....	\$ 29,890.07		
Travel Expenses.....	595.82		
Other Expenses.....	339.95		30,825.84
MEMBERSHIP		Schedule "B-22"	
Salaries and Wages.....	\$ 27,816.91		
Travel Expenses.....	5,538.63		
Other Expenses.....	861.52		34,217.06

Schedule "B-23"

PROMOTION AND MAINTENANCE OF MEMBERSHIP

Direct Service.....	\$ 56,306.28	
Cooperative State Projects.....	113,320.84	169,627.12

Schedule "B-24"

RURAL SERVICE

Salaries and Wages.....	\$ 36,993.86	
Travel Expenses.....	7,619.19	
Conference.....	12,310.02	
Other Expenses.....	632.86	\$ 57,555.93

Schedule "B-25"

LEGISLATIVE—FEDERAL RELATIONS

Salaries and Wages.....	\$ 37,949.84	
Travel Expenses.....	2,345.86	
Lobbying.....	3,932.93	
Federal Relations.....	481.71	
Other Expenses.....	4,072.81	48,783.15

Schedule "B-26"

ADULT EDUCATION

Salaries and Wages.....	\$ 23,689.20	
Travel Expenses.....	3,476.81	
Other Expenses.....	2,655.77	29,821.78

Schedule "B-27"

AUDIO-VISUAL AIDS

Salaries and Wages.....	\$ 23,084.96	
Travel Expenses.....	2,709.39	
Other Expenses.....	2,216.19	28,010.54

Schedule "B-28"

TRAVEL SERVICE

Salaries and Wages.....		8,186.75
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Schedule "B-29"

Executive Secretary's Contingent Fund.....	1,847.66
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Schedule "B-30"

Reserve for Contingencies.....	321.50
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Schedule "B-31"

Motion Picture Production.....	24,886.93
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Schedule "B-32"

National Conference for Mobilization of Education.....	—
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Schedule "B-33"

Nanjemoy—Plans and Improvements.....	388.98
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Schedule "B-34"

Reserve for Retirement Annuities.....	10,000.00
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Schedule "B. 35"

Emergency Fund—Federal Legislative—Conference Field Services.....	\$ 4,511.31
TOTAL OPERATING EXPENSES—To Exhibit "B".....	\$2,435,713.17
NET INCOME BEFORE ADJUSTMENT OF INVENTORIES AND DEPRECIATION—To Exhibit "B".....	\$ 299,819.04

EXHIBIT "D"

ASSETS OF PERMANENT FUNDS
As At May 31, 1952

GENERAL FUND		Totals
Cash.....		\$ 22,610.82
Notes Receivable—Life Members.....	\$179,790.18	
Less: Reserve for Anticipated Loss.....	14,571.23	165,218.95
INVESTMENTS IN SECURITIES—From Exhibit "E"		
General Fund		
Bonds.....	\$584,724.53	
Stock of Linwood Hotel Company—500 Shares No Par Value		
Original Net Purchase Price.....	\$415,344.70	
Paid-In by Curtailments on Mortgage.....	90,000.00	505,344.70
General Fund—Reserved for Building Fund—Bonds.....	190,489.50	1,280,558.73
General Office Building Improvements.....	\$375,000.00	
Garage Buildings.....	20,000.00	
Other Buildings.....	18,000.00	
	\$413,000.00	
Deduct:		
Reserve for Depreciation.....	190,489.50	
	\$222,510.50	
Land.....	290,722.00	513,232.50
TOTAL GENERAL FUND.....		\$1,981,621.00

	Securities—		
	Cash	From Exhibit "E"	
American Association for Health, Physical Education, and Recreation.....	\$ —	\$ 13,797.50	\$ 13,797.50
American Association of School Administrators.....	210.85	37,633.22	37,844.07
Elementary School Principals Fund.....	6,836.55	24,316.05	31,152.60
Supervision and Curriculum Development.....	775.30	2,220.00	2,995.30
National Association of Deans of Women.....	2,320.69	518.00	2,838.69
National Council for Social Studies.....	625.00	5,000.00	5,625.00
Parker Teacher Welfare Fund.....	2,299.99	14,028.61	16,328.60
TOTAL PERMANENT FUNDS ASSETS— To Exhibit "A".....			\$2,092,202.76

Note: All investments in securities shown above are stated at book value.
See comments with respect to "Nanjemoy Nature Reserve."

EXHIBIT "E"

INVESTMENTS IN SECURITIES—PERMANENT FUNDS
As At May 31, 1952

GENERAL FUND	Face Value	Book Value	Income Collected for Fiscal Year 1951-1952
City of Monessen, Pennsylvania, 4½%, Due 8-1-51 (\$5,000.00 Redeemed).....	\$ —	\$ —	\$ 112.50
County of Columbus, North Carolina, 5%, Due 1-1-54.....	5,000.00	5,470.75	250.00
St. Louis and San Francisco Railroad Co., First Mortgage, Series A, 4%, Due 1-1-97.....	1,000.00	1,000.00	40.00
Atlantic Coast Line Railroad Co., First Consolidated Mort- gage, 4%, Due 7-1-52.....	10,000.00	9,600.00	400.00
Baltimore and Ohio Railroad Company (Pittsburgh, Lake Erie, and West Virginia System) Series A, 4%, Due 11-1-80.....	20,000.00	19,942.50	800.00
Chicago, Indiana, and Southern Railway Co., 4%, Due 1-1-56.....	10,000.00	9,500.00	400.00
City of New York—Corporate Stock (Bonds), Transit Uni- fication, 3%, Due 6-1-80.....	1,900.00	1,900.00	57.00
United States Treasury Bonds			
Savings, Series G, 2½%, Due 2-1-54.....	31,700.00	31,700.00	792.50
2½%, Due December 15, 1967-72.....	126,500.00	121,660.38	12.50
2¾%, Due 1975-80.....	374,000.00	383,950.90	10,285.00
Stock of Linwood Hotel Company—500 Shares No Par Value.....	1,000.00	505,344.70	10,000.00
TOTALS.....	\$581,100.00	\$1,090,069.23	\$23,149.50

EXHIBIT "D"

GENERAL FUND—RESERVED FOR BUILDING
FUND

Buffalo Sewer Authority, 3¼%, Due 11-1-57.....	\$ 5,000.00	\$ 4,974.86	\$ 162.50
City of New York Corporate Stock (Bonds) (Water), 3%, Due 2-1-79.....	10,000.00	9,947.50	300.00
City of Los Angeles—High School District, 3½%, Due 1-1-57.....	5,000.00	5,385.70	175.00
Metropolitan Water District of Southern California, Colo- rado River Waterworks, 4¼%, Due 2-1-70.....	8,000.00	9,027.37	340.00
United States Treasury Bonds			
Savings, Series G, 2½%, Due 6-1-54 to 4-1-57.....	106,800.00	106,800.00	2,670.00
2¾%, Due December 15, 1975-80.....	44,000.00	44,741.57	1,210.00
2½%, Due December 15, 1967-72.....	10,000.00	9,612.50	—
TOTALS.....	\$188,800.00	\$ 190,489.50	\$ 4,857.50

EXHIBIT "D"

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL
EDUCATION, AND RECREATION

Port of New York Authority, 3%, Due 12-15-76 (\$2,000.00 Redeemed).....	\$ —	\$ —	\$ 40.00
United States Treasury Bonds			
Savings, Series G, 2½%, Due 7-1-53 and 5-1-55.....	8,000.00	8,000.00	200.00
2½% Due December 15, 1967-72.....	6,000.00	5,797.50	25.00
TOTALS.....	\$ 14,000.00	\$ 13,797.50	\$ 265.00

EXHIBIT "D"

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Port of New York Authority, 3%, Due 12-15-76 (\$2,000.00 Redeemed).....	\$ —	\$ —	\$ 40.00
City of New York Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80.....	500.00	498.75	15.00
UNITED STATES TREASURY BONDS			
Savings, Series F, Due 5-1-57 to 9-1-59.....	600.00*	444.00	—
2 $\frac{7}{8}$ %, Due 1955-60.....	150.00	150.00	4.30
2 $\frac{3}{4}$ %, Due 1956-59.....	3,000.00	3,092.28	82.50
Savings, Series G, 2 $\frac{1}{2}$ %, Due 12-1-53 to 2-1-64.....	19,400.00	19,400.00	472.50
2 $\frac{3}{4}$ %, Due 1975-80.....	12,000.00	12,095.69	330.00
2 $\frac{1}{2}$ %, Due December 15, 1967-72.....	2,000.00	1,952.50	25.00
TOTALS.....	\$ 37,650.00	\$ 37,633.22	\$ 969.30

EXHIBIT "D"

ELEMENTARY SCHOOL PRINCIPALS FUND

Metropolitan Water District of Southern California, Colorado River Waterworks, 4 $\frac{1}{4}$ %, Due 2-1-70.....	\$ 2,000.00	\$ 2,256.85	\$ 85.00
City of New York Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80.....	1,000.00	997.50	30.00
UNITED STATES TREASURY BONDS			
2 $\frac{3}{4}$ %, Due 1956-1959.....	1,500.00	1,546.14	41.25
Savings, Series F, Due 5-1-61.....	100.00*	74.00	—
Savings, Series G, 2 $\frac{1}{2}$ %, Due 12-1-53 to 2-1-61.....	14,400.00	14,400.00	360.00
2 $\frac{3}{4}$ %, Due 1975-80.....	5,000.00	5,041.56	137.50
TOTALS.....	\$ 24,000.00	\$ 24,316.05	\$ 653.75

EXHIBIT "D"

SUPERVISION AND CURRICULUM DEVELOPMENT

UNITED STATES TREASURY BONDS

Savings, Series F, Due 5-1-58.....	\$ 3,000.00*	\$ 2,220.00	\$ —
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EXHIBIT "D"

NATIONAL ASSOCIATION OF DEANS OF WOMEN

UNITED STATES TREASURY BONDS

Savings, Series F, Due 1-1-54.....	\$ 700.00*	\$ 518.00	\$ —
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EXHIBIT "D"

NATIONAL COUNCIL FOR SOCIAL STUDIES

UNITED STATES TREASURY BONDS

Savings, Series G, 2 $\frac{1}{2}$ %, Due 4-1-59.....	\$ 5,000.00	\$ 5,000.00	\$ 125.00
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EXHIBIT "D"

PARKER TEACHER WELFARE FUND

Port of New York Authority, 3%, Due 12-15-76 (\$1,000.00 Redeemed).....	\$ —	\$ —	\$ 20.00
City of New York Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80.....	2,000.00	1,995.00	60.00
208 South LaSalle Street Corporation, Chicago, Illinois—Common Stock, 10 Shares, No Par, Stated Value \$50.00 per Share.....	500.00	500.00	30.00
UNITED STATES TREASURY BONDS			
Savings, Series G, 2 $\frac{1}{2}$ %, Due 12-1-53 to 4-1-57.....	4,500.00	4,500.00	112.50
2 $\frac{3}{4}$ %, Due December 15, 1975-80.....	6,000.00	6,057.36	165.00
2 $\frac{1}{2}$ %, Due December 15, 1967-72.....	1,000.00	976.25	2.52
TOTALS.....	\$ 14,000.00	\$ 14,028.61	\$ 390.02

*Maturity value.

EXHIBIT "F"

**WAR AND PEACE FUND
ANALYSIS OF RECEIPTS AND DISBURSEMENTS**

For the Fiscal Year Ended May 31, 1952

BALANCE JUNE 1, 1951—Per Prior Audit Report	\$15,229.08
Add:	
RECEIPTS FOR THE FISCAL YEAR ENDED MAY 31, 1952.....	225.00
TOTAL ACCOUNTABILITY.....	<u>\$15,454.08</u>
Deduct:	
DISBURSEMENTS	
Community Conferences	
Material and Service.....	\$ 499.90
Defense Commission Investigations	
Travel.....	\$ 246.32
Printing.....	2,365.63
Miscellaneous.....	216.09
	<u>2,828.04</u>
	<u>3,327.94</u>
BALANCE MAY 31, 1952—To Exhibit "A".....	<u><u>\$12,126.14</u></u>

EXHIBIT "G"

**OVERSEAS TEACHER RELIEF FUND
ANALYSIS OF RECEIPTS AND DISBURSEMENTS**

For the Fiscal Year Ended May 31, 1952

BALANCE JUNE 1, 1951—Per Prior Audit Report	\$ 8,622.18
Add:	
RECEIPTS FOR THE FISCAL YEAR ENDED MAY 31, 1952.....	659.09
TOTAL ACCOUNTABILITY.....	<u>\$ 9,281.27</u>
Deduct:	
DISBURSEMENTS	
Expenses—Including Travel, Telephone, Stationery, Postage, Etc.....	<u>2,320.65</u>
BALANCE MAY 31, 1952—To Exhibit "A".....	<u><u>\$ 6,960.62</u></u>

ACCOUNTED FOR AS FOLLOWS:

Cash on Deposit—Exhibit "A".....	\$7,053.22	
Less: Reimbursement due Special Account....	<u>92.60</u>	<u><u>\$ 6,960.62</u></u>

AUDITOR'S CERTIFICATE
On Report of Treasurer

June 17, 1952

Mr. J. Cloyd Miller, President
National Education Association of the United States
1201 16th Street, N. W.
Washington, D. C.

Dear Sir:

We have examined the records of the secretary of your association for the fiscal year ended May 31, 1952, and have checked the cash transactions shown therein to the cash records of the association, and have found them in agreement.

We hereby certify that the attached treasurer's report correctly reflects the cash transactions for the fiscal year ended May 31, 1952, and the cash balance at the close of business on that date.

Respectfully submitted,

WAYNE KENDRICK & COMPANY
By Wayne Kendrick
Certified Public Accountant

TREASURER'S REPORT

For the Fiscal Year Ended May 31, 1951

CASH ON DEPOSIT, IN TRANSIT, AND ON HAND JUNE 1, 1951

Unrestricted

Special Account.....	\$ 25,611.65	
Regular Account (Amount Restricted Below).....	209,288.91	
Petty Cash.....	1,000.00	
Foreign Checks Deposited for Collection.....	712.98	\$ 236,613.54

Restricted

Regular Account		
Associated Departments Funds.....	\$141,435.18	
Commissions and Special Projects.....	182,307.14	
Reserve for Retirement Annuities.....	17,954.24	
Nanjemoy Nature Reserve.....	600.00	342,296.56
Elementary School Principals.....		10,000.00
War and Peace Fund.....		15,229.08
Overseas Teacher Relief Fund.....		8,622.18
Du Shane Memorial Defense Fund.....		18,456.17
		\$ 631,217.53

CASH RECEIPTS

Income Accounts—As Shown on Exhibit "B" of Certified Public Accountant's Report.....	\$2,735,532.21	
War and Peace Fund.....	225.00	
Overseas Teacher Relief Fund.....	659.09	
Du Shane Memorial Defense Fund.....	6,501.67	2,742,917.97
		\$3,374,135.50

	BALANCE MAY 31,	
OTHER INCREASES IN CASH	1951	1952

Increases in Liabilities

Due Associated Departments.....	\$151,435.18	\$226,487.76	
Unexpended Balances of Commissions and Special Projects.....	182,307.14	219,546.58	
Accrued Payroll.....	—	63,117.00	
Reserve for Retirement Annuities.....	52,150.49	65,116.33	
	\$385,892.81	\$574,267.67	\$ 188,374.86

Decreases in Assets

Accounts Receivable (Net).....	\$ 43,742.22	\$ 40,295.27	\$ 3,446.95
Adjustment of Postage and Stationery Inventories.....			33.13
			191,854.94

TOTAL CASH ACCOUNTABILITY.....			\$3,565,990.44
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Deduct:

CASH DISBURSEMENTS

Operating Expenses—As Shown on Exhibit "B" of Certified Public Accountant's Report.....	\$2,435,713.17
Overseas Teacher Relief Fund.....	2,320.65
War and Peace Fund.....	3,327.94
Du Shane Memorial Defense Fund.....	2,800.00
Purchases of Office Furniture and Fixtures (Net).....	24,277.66
Securities Purchased—Including Retirement Reserve.....	17,786.29
Transfers to Permanent Fund.....	135,000.00
	\$2,621,225.71

OTHER DECREASES IN CASH	BALANCE 1951	MAY 31, 1952		
Increases in Assets				
Retirement Annuity Premiums Advanced for State Associations.....	\$ 11,028.55	\$ 11,879.92		
Postdated Checks and Warrants.....	743.67	1,777.47		
Protested Checks (Net).....	308.50	311.08		
Stamped Envelopes, Cards, and Stamps	9,886.57	10,282.07		
Office Supplies and Stationery.....	17,406.37	20,194.44		
Travel and Salary Advances.....	455.00	629.10		
	<u>\$ 39,828.66</u>	<u>\$ 45,074.08</u>	\$ 5,245.42	
Decreases in Liabilities				
Vouchers Payable.....	\$ 48,874.03	\$ 1,929.46		
Withholding Tax.....	15,074.15	10,249.55		
Suspense.....	1,152.51	1,030.64		
Social Security Tax.....	3,043.63	874.72		
Salary Deductions—Savings Bonds.....	1,803.50	925.25		
	<u>\$ 69,947.82</u>	<u>\$ 15,009.62</u>	54,938.20	
Increase in Reserve for Doubtful Accounts.....			<u>2,000.00</u>	<u>\$2,683,409.33</u>
CASH BALANCE MAY 31, 1952				
Unrestricted				
Special Account.....		\$103,973.91		
Regular Account (Restricted Below).....		269,079.20		
Petty Cash.....		1,000.00		
Foreign Checks Deposited for Collection.....		4,177.01	\$ 378,230.12	
Restricted				
Regular Account				
Associated Departments Funds.....		\$216,185.51		
Commissions and Special Projects.....		219,546.58		
Reserve for Retirement Annuities.....		16,379.45		
Nanjemoy Nature Reserve.....		600.00	452,711.54	
Elementary School Principals.....			10,302.25	
War and Peace Fund.....			12,126.14	
Overseas Teacher Relief Fund.....			7,053.22	
Du Shane Memorial Defense Fund.....			22,157.84	\$ 882,581.11

Respectfully submitted,

GERTRUDE E. McCOMB, Treasurer

REPORT OF BUDGET COMMITTEE

STATEMENT OF INCOME

	1947-48	1948-49	1949-50	1950-51	1951-52	Estimated 1952-53
Membership Dues.....	\$1,299,880	\$2,082,043	\$2,219,639	\$2,293,885	\$2,421,012	\$2,422,000
Advertising.....	111,913	128,525	125,840	114,708	115,203	115,200
Exhibits (Net).....	27,877	31,360	28,623	33,093	50,269	40,000
Rentals.....	1,523	.....	.....	.....	.....	.....
Sales of Publications.....	9,383	37,628	44,760	46,991	56,612	60,000
American Education Week.....	196	—6,378	140	—23	—9	100
Permanent Fund—Net Income						
Including Rentals.....	56,518	68,969	70,132	79,602	75,352	75,000
Sundry Income.....	2,091	2,331	1,528	4,053	5,974	3,500
F. T. A. Membership.....	.....	.....	.....	.....	.....	34,350
TOTAL.....	\$1,509,382	\$2,344,480	\$2,490,662	\$2,572,309	\$2,724,413	\$2,750,150

STATEMENT OF EXPENDITURES

No.	Appropriation	1947-48	1948-49	1949-50	1950-51	1951-52
1	Board of Trustees.....	\$ 1,400	\$ 622	\$ 1,506	\$ 2,191	\$ 4,217
2	Executive Committee.....	12,052	14,984	15,526	17,006	19,898
3	Directors.....	15,102	25,947	26,075	26,423	31,680
4	Executive Secretary's Office.....	40,869	49,990	53,148	64,280	80,515
5	Press and Radio Relations.....	26,376	38,024	42,529	60,315	62,054
6	Division of Accounts.....	29,451	35,832	38,143	40,493	45,623
7	Division of Records.....	98,984	93,720	106,510	115,981	126,971
8	Division of Membership.....	15,153	17,353	18,589	14,556	34,218
9	Promotion and Maintenance of Membership.....	73,672	100,649	98,894	165,228	169,628
10	Division of Field.....	15,821	16,023	10,593	.....	.....
11	Division of Business.....	37,916	49,694	50,737	60,896	66,026
12	Division of Publications.....	78,889	92,866	103,108	97,283	108,672
13	F. T. A. Unit.....	.....	.....	.....	17,527	20,611
14	Division of Administrative Service.....	17,164	21,081	26,594	26,381	30,826
15	Division of Research.....	99,828	116,578	131,430	135,388	139,570
16	Division of Rural Service.....	31,086	44,338	53,391	56,281	57,556
17	Division of Legislation and Federal Relations.....	35,883	37,428	41,150	38,402	48,784
18	Division of Adult Education Service.....	19,673	22,571	29,693	33,920	29,822
19	Division of Audio-Visual Aids.....	6,736	16,381	13,606	20,130	28,011
20	Division of Travel Service.....	9,674	8,906	7,470	7,630	8,187
21	Physical Plant.....	90,523	99,699	97,972	110,302	120,765
22	General Office Expense.....	17,318	23,014	19,661	27,741	31,017
23	Annual Conventions.....	9,148	15,280	11,355	21,915	23,724
24	Journal of the N. E. A.....	297,663	420,427	425,707	442,668	438,945
25	Other Publications.....	50,602	85,425	92,815	91,207	109,059
26	Expense of Delegates.....	27,550	35,733	38,276	30,504	50,730
27	Association Membership Fees.....	130	130	130	150	150
28	Educational Policies Commission.....	43,728	51,037	51,395	69,911	61,669
29	Defense Commission.....	32,893	43,636	52,298	62,514	72,249
30	Teacher Education and Professional Standards Commission.....	39,825	52,977	60,493	62,502	64,143
31	Committees and Commissions.....	47,468	57,386	56,865	56,786	61,696
32	Classroom Teachers.....	53,020	55,508	71,173	70,906	76,760
33	Department of Higher Education.....	23,259	36,103	49,480	58,417	56,757
34	Other Departments.....	10,161	20,246	23,238	25,960	27,960
35	World Organization of Teaching Profession.....	9,533	9,896	8,737	9,293	9,524
36	Secretary's Contingent Fund.....	874	1,206	941	2,347	1,848
37	Group Hospitalization.....	1,503	1,628	3,923	3,653	3,960
38	Staff Retirement Annuities and Insurance.....	20,453	23,115	36,339	54,314	60,607
38a	Reserve for Retirement Annuities.....	.....	10,000	20,000	10,000	10,000
39	Social Security.....	.....	.....	.....	(3,956)††	11,180
40	Emergency Fund—Federal Legislative Conference—Field Work.....	74,771	73,732	73,002	29,337	4,511
41	Reserve and Contingency.....	.....	17,871	13,690	14,693	322
42	Motion Picture Production.....	.....	.....	21,858	38,490	24,887
43	Nanjemoy—Plans and Improvements.....	.....	.....	119	505	389
44	Southern Educational Film Service.....	.....	.....	.....	—554	—1,164
45	National Conference for Mobilization.....	.....	.....	.....	9,772	.....
	Total Budgeted Items.....	\$1,516,156	\$1,937,035	\$2,098,157	\$2,303,643	\$2,434,559
	Operating Emergency.....	(49,760)	.....	.....	.....	.....
		\$1,516,156	\$1,937,035	\$2,098,157	\$2,303,643	\$2,434,559

††From Reserve and Contingency

Budget Estimates—1952-1953

The following estimated needs for appropriations 1952-53 are prepared for the Budget Committee of the Board of Directors.

The amount of appropriations recommended is based on the income for the fiscal year 1951-52. The income from all sources was \$2,724,413.

No.	Appropriation	Budget Allowance 1951-52	Expended 1951-52	Budget Committee Recom- mendations	Amount Appro- priated
1	Board of Trustees.....	\$ 3,500	\$ 4,217	\$ 4,000	.....
2	Executive Committee.....	17,500	19,898	17,500	.....
3	Directors.....	27,500	31,680	27,500	.....
4	Executive Secretary's Office				
	Salaries and Wages.....	69,500	68,962	77,000	.....
	Travel Expense.....	6,500	8,075	7,500	.....
	Other Expenses.....	2,500	3,477	3,000	.....
	TOTAL	\$78,500	\$80,515	\$87,500	.....
5	Press and Radio Relations				
	Salaries and Wages.....	55,500	42,826	61,000	.....
	Travel Expense.....	4,000	4,736	4,000	.....
	Other Expenses.....	3,000	3,971	3,000	.....
	Photographs and Cuts.....	500	673	500	.....
	Radio Expenses.....	1,500	7,218	1,500	.....
	Expanded Service Field of Public Relations.....	.....	2,629	6,000	.....
	TOTAL	\$64,500	\$62,054	\$76,000	.....
6	Division of Accounts				
	Salaries and Wages.....	42,000	42,108	47,100	.....
	Travel Expense.....	500	518	400	.....
	Other Expenses.....	2,500	2,997	3,000	.....
	TOTAL	\$45,000	\$45,623	\$50,500	.....
7	Division of Records				
	Salaries and Wages.....	112,500	119,113	131,800	.....
	Travel Expense.....	1,500	2,373	1,200	.....
	Other Expenses.....	2,500	2,969	3,000	.....
	Machine Supplies.....	3,500	2,515	3,500	.....
	TOTAL	\$120,000	\$126,971	\$139,500	.....
8	Division of Membership				
	Salaries and Wages.....	25,750	27,817	28,750	.....
	Travel Expense.....	2,500	5,539	5,500	.....
	Other Expenses.....	750	862	750	.....
	TOTAL	\$29,000	\$34,218	\$35,000	.....
9	Promotion and Maintenance of Membership				
	Promotion and Maintenance.....	48,000	56,306	55,000	.....
9a	Cooperative State Projects				
	Field.....	75,000	83,322	80,000	.....
	Support for State Journals.....	30,000	30,000	30,000	.....
	TOTAL	\$153,000	\$169,628	\$165,000	.....

No.	Appropriation	Budget Allowance 1951-52	Expended 1951-52	Budget Committee Recom- mendations	Amount Appro- priated
11	Division of Business				
	Salaries and Wages.....	\$59,700	\$57,682	\$65,150	.....
	Travel Expense.....	4,500	5,324	4,000	.....
	Other Expenses.....	2,500	2,668	2,500	.....
	Advertising.....	300	313	350	.....
	Mailing and Multigraph Sections.....	2,000	39	5,000	.....
	TOTAL	\$69,000	\$66,026	\$77,000	.....
12	Division of Publications				
	Salaries and Wages.....	93,750	93,204	94,000	.....
	Travel Expense.....	3,000	2,271	2,000	.....
	Other Expenses.....	3,500	2,652	3,000	.....
	Reprints, Leaflets and Packets.....	500	409	500	.....
	Photographs and Cuts.....	750	128	500	.....
	Centennial Action Program.....		10,008		.....
	TOTAL	\$101,500	\$108,672	\$100,000	.....
13	F. T. A. UNIT				
	Salaries and Wages.....	15,050	16,408	16,300	.....
	Travel Expense.....	1,200	1,654	1,200	.....
	Other Expenses.....	1,000	2,548	1,500	.....
	TOTAL	\$17,250	\$20,611	\$19,000	.....
14	Division of Administrative Service				
	Salaries and Wages.....	28,300	29,890	34,600	.....
	Travel Expense.....	200	596	500	.....
	Other Expenses.....	500	340	200	.....
	TOTAL	\$29,000	\$30,826	\$35,300	.....
15	Division of Research				
	Salaries and Wages.....	135,500	126,545	161,300	.....
	Travel Expense.....	3,000	2,152	2,500	.....
	Other Expenses.....	7,500	7,412	7,000	.....
	Special Charts, etc.....	1,000	1,348	1,500	.....
	Books and Pamphlets (Library).....	2,500	2,113	2,500	.....
	TOTAL	\$149,500	\$139,570	\$174,800	.....
16	Division of Rural Service				
	Salaries and Wages.....	39,500	36,994	41,650	.....
	Travel Expense.....	7,000	7,619	7,000	.....
	Other Expenses.....	1,000	633	800	.....
	Conference-Field Work.....	10,000	12,310	9,550	.....
	TOTAL	\$57,500	\$57,556	\$59,000	.....
17	Division of Legislation and Federal Relations				
	Salaries and Wages.....	44,500	37,950	42,500	.....
	Travel Expense.....	2,500	2,346	2,500	.....
	Other Expenses.....	3,000	4,073	4,000	.....
	Lobbying.....		3,933	3,500	.....
	Federal Relations Expenses.....		482		.....
	TOTAL	\$50,000	\$48,784	\$52,500	.....
18	Division of Adult Education Service				
	Salaries and Wages.....	26,000	23,689	28,500	.....
	Travel Expenses.....	4,000	3,477	3,000	.....
	Other Expenses.....	2,500	2,656	2,500	.....
	TOTAL	\$32,500	\$29,822	\$34,000	.....
19	Division of Audio-Visual Aids				
	Salaries and Wages.....	21,500	23,085	26,500	.....
	Travel Expense.....	2,000	2,709	2,000	.....
	Other Expenses.....	1,500	2,216	1,500	.....
	TOTAL	\$25,000	\$28,011	\$30,000	.....

No.	Appropriation	Budget Allowance 1951-52	Expended 1951-52	Budget Committee Recom- mendations	Amount Appro- priated
20	Division of Travel Service				
	Salaries and Wages.....	\$ 8,000	\$ 8,187	\$ 8,400	.....
	Travel Expense.....	.....	.....	.....	.....
	Other Expenses.....	.....	.....	.....	.....
	TOTAL	\$8,000	\$8,187	\$8,400	.....
21	Physical Plant				
	Rent.....	75,000	74,662	84,000	.....
	Heat, Light and Power.....	7,000	7,794	8,500	.....
	Janitor Service.....	27,500	25,892	33,000	.....
	Maintenance.....	11,500	12,417	15,000	.....
	TOTAL	\$121,000	\$120,765	\$140,500	.....
22	General Office Expenses				
	Insurance, Bonds.....	3,500	8,007	9,500	.....
	Audit, Express, Freight, General Expense and Furniture Repairs.....	6,500	5,357	5,500	.....
	Interest and Discount Allowed.....	3,500	294	300	.....
	Telephone Service.....	7,500	8,491	8,900	.....
	Operators and Information.....	9,500	8,868	9,800	.....
	TOTAL	\$30,500	\$31,017	\$34,000	.....
23	Annual Conventions.....	\$25,000	\$23,724	\$24,000	.....
24	Journal of the N. E. A.....	\$430,000	\$438,945	\$450,000	.....
25	Other Publications				
	Volume of Proceedings.....	16,000	14,743	15,000	.....
	Publications and Reports for Sale.....	20,000	43,118	50,000	.....
	Research Bulletin.....	8,000	9,293	8,000	.....
	American Education Week Material (From A. E. W. Sales).....	.....	.....	.....	.....
	N. E. A. News.....	16,000	15,890	20,000	.....
	Public and Education.....	10,000	9,492	.....	.....
	Hand Book and Manual.....	15,000	16,523	17,000	.....
	TOTAL	\$85,000	\$109,059	\$110,000	.....
26	Expenses of Delegates.....	\$45,000	\$50,730	\$38,500	.....
27	Association Membership Fees.....	150	150	150	.....
28	Educational Policies Commission				
	Salaries and Wages.....	.....	.....	45,000	.....
	Travel Expense.....	.....	.....	4,000	.....
	Other Expenses.....	.....	.....	8,000	.....
	Meetings.....	.....	.....	8,000	.....
	Printing.....	.....	.....	7,000	.....
	TOTAL	\$72,000	\$61,669	\$72,000	.....
29	Defense Commission				
	Salaries and Wages.....	.....	.....	56,500	.....
	Travel Expense.....	.....	.....	8,000	.....
	Other Expenses.....	.....	.....	5,000	.....
	Printing.....	.....	.....	9,000	.....
	TOTAL	\$75,000	\$72,249	\$78,500	.....

No.	Appropriation	Budget Allowance 1951-52	Expended 1951-52	Budget Committee Recom- mendations	Amount Appro- priated
30	Teacher Education and Professional Standards Commission				
	Salaries and Wages.....	\$.....	\$.....	\$28,500	.....
	Travel Expense.....	.....	.....	4,500	.....
	Other Expenses.....	.....	.....	10,000	.....
	Committees and Commission.....	.....	.....	9,500	.....
	Printing.....	.....	.....	14,000	.....
	TOTAL	\$64,000	\$64,143	\$66,500	.....
31	Committees and Commissions				
	Tenure and Academic Freedom.....	.....	6,086	.....	.....
	Legislative Commission.....	.....	5,885	.....	.....
	Credit Unions.....	.....	1,205	.....	.....
	Ethics.....	.....	2,640	.....	.....
	International Relations.....	.....	22,845	.....	.....
	NEA—American Legion.....	.....	1,287	.....	.....
	NEA—American Library.....	.....	723	.....	.....
	NEA—American Medical Association.....	.....	940	.....	.....
	NEA—American Teachers Association.....	.....	1,961	.....	.....
	NEA—N.C.P.T.A.....	.....	969	.....	.....
	Citizenship.....	.....	9,884	.....	.....
	By-Laws.....	.....	1,145	.....	.....
	Resolutions.....	.....	1,402	.....	.....
	Retirement (National Council).....	.....	956	.....	.....
	Tax Education and School Finance.....	.....	2,768	.....	.....
	Teacher Preparation and Certification.....	.....	.....	.....	.....
	Emergency Needs of Committees.....	.....	1,000	.....	.....
	For Distribution by Executive Committee.....	61,700	.....	.....	.....
	TOTAL	\$61,700	\$61,696	\$63,000	.....
32	Department of Classroom Teachers				
	Salaries and Wages.....	.....	.....	35,500	.....
	Field Work and Regional Conferences.....	.....	.....	22,200	.....
	Convention and Leadership Training.....	.....	.....	35,000	.....
	Other Expenses.....	.....	.....	6,300	.....
	TOTAL	\$95,000	\$76,760	\$99,000	.....
33	Department of Higher Education				
	Salaries and Wages.....	.....	.....	31,500	.....
	Travel Expense.....	.....	.....	8,800	.....
	Other Expenses.....	.....	.....	5,200	.....
	Conferences.....	.....	.....	2,300	.....
	Printing.....	.....	.....	18,700	.....
	TOTAL	\$63,500	\$56,757	\$66,500	.....
34	Other Departments				
	Administrative Women.....	.....	1,000	.....	.....
	Business Education.....	.....	5,000	.....	.....
	National Association School Secretaries.....	.....	.....	.....	.....
	Kindergarten-Primary Education.....	.....	132	.....	.....
	Adult Education.....	.....	.....	.....	.....
	Secondary Teachers.....	.....	120	.....	.....
	Art Education.....	.....	1,500	.....	.....
	Audio-Visual Instruction.....	.....	1,000	.....	.....
	Science Instruction.....	.....	6,000	.....	.....
	Rural Education.....	.....	2,500	.....	.....
	Industrial Arts.....	.....	400	.....	.....
	Emergency Needs Other Departments.....	.....	858	.....	.....
	Lip Reading .....	.....	.....	.....	.....
	Music Educators' National Conference.....	.....	2,750	.....	.....
	Home Economics.....	.....	700	.....	.....
	International Council for Except. Children.....	.....	6,000	.....	.....
	For Distribution by Executive Committee.....	30,000	.....	.....	.....
	TOTAL	\$30,000	\$27,960	\$32,000	.....

No.	Appropriation	Budget Allowance 1951-52	Expended 1951-52	Budget Committee Recom- mendations	Amount Appro- priated
35	World Organization of Teaching Profession				
	Annual Dues.....	\$ 9,000	\$ 9,524	\$.....	.....
	Travel Expense of Delegates.....	1,000	.....	.....	.....
	TOTAL	\$10,000	\$9,524	\$10,000	.....
36	Secretary's Contingent Fund.....	2,959	1,848	3,000	.....
37	Group Hospitalization.....	5,500	3,960	5,000	.....
38	Staff Retirement Annuities and Insurance.....	58,250	60,607	61,000	.....
38a	Reserve for Retirement Annuities (Separate Account).....	10,000	10,000	10,000	.....
39	Social Security.....	15,000	11,180	14,000	.....
40	Emergency Fund—Federal Legislative Conference—Field Service.....	65,000	4,511	35,000	.....
41	Reserve and Contingency.....	100,000 (32,000)*	322	100,000	.....
42	Motion Picture Production.....	25,000	24,887	40,000	.....
43	Nanjemoy (Plans and Improvements)	5,000	389	5,000	.....
44	Southern Educational Film Service.....	.....	—1,164	.....	.....
	GRAND TOTALS.....	\$2,572,309	\$2,434,559	\$2,750,150	.....

* \$ 9,000 Centennial Action Program
3,000 Division of Membership Travel Expense
7,000 Promotion and Maintenance of Membership
13,000 Cooperative State Projects—Field

\$32,000

EVERETT J. McINTOSH, Massachusetts, Chairman
CARL E. ASCHENBRENNER, Oregon
JAMES A. CULLEN, New York
MYRTLE GUSTAFSON, California
H. E. PYLE, Arkansas
Budget Committee of the Board of Directors

SUMMARY OF REPORTS

COMMITTEES, COMMISSIONS, AND COUNCIL

I. CONVENTION COMMITTEES

CONVENTION Committees work on the operational side of the National Education Association's program, especially at the time of the annual convention. There are the following convention committees: Audit, Budget, Bylaws and Rules, Credentials, Elections, Necrology, and Resolutions. Reports to the Representative Assembly appear elsewhere in this volume. For list of members see *NEA Handbook*.

II. STANDING COMMITTEES

THIS TYPE OF COMMITTEE carries on a continuous program of study, interpretation, and action. Each committee has a nationwide advisory group representing all the states. The active work is directed by a core committee of five members.

Committee on Citizenship

Members of the Committee are: Emma Mae Brotze, Marshall, Tex., *chairman*; Thomas F. Clear, Springdale, Conn.; John H. Haefner, Iowa City, Iowa; George R. Miller, Jr., Dover, Del.; William S. Vincent, New York, N. Y.; Lucile Ellison, NEA contact. Consultants: Richard B. Kennan, NEA Defense Commission; Carl B. Hyatt, U. S. Department of Justice.

The Committee devotes itself to the following goals: (a) to formulate national policies by which the NEA may encourage state and local associations in developing an effective citizenship program; (b) to promote wider acceptance of the importance of effectively inducting new voters, both naturalized and nativeborn, into the privileges and responsibilities of active citizenship; (c) to encourage interest, cooperation, and participation of other groups working along similar lines; (d) to identify and publicize effective programs of citizenship education.

During this year the Committee has:

1. Worked with the NEA Staff Cen-

tennial Action Committee in developing *Local Association Activities Leaflet No. 4*, offering suggestions and help on local association programs in citizenship; distributed a first run of 20,000 copies.

2. Prepared and sent to approximately 700 local associations a kit of 30 items to help in inaugurating a variety of local citizenship programs, and to promote more interest in citizenship problems on the local level.

3. Cooperated with several dozen other organizations in the change of Citizenship Day from the third Sunday in May to September 17. The Joint Resolution making this change passed both House and Senate and in February was signed by the President.

4. Worked with approximately 272 chairmen of local citizenship committees who serve as advisory members to the National Citizenship Committee. A half dozen mailings go out to this group during the year, asking for suggestions or information, sending help as available.

5. Answered several hundred requests

for specialized help in the field of citizenship from lay as well as educational groups.

6. Reported to the profession thru articles in the *NEA Journal*. Two articles dealing with response to a questionnaire on citizenship activities were reprinted under title of *The Schools Do Teach Citizenship* and distributed widely.

7. Cooperated with Press and Radio Relations in issuance and distribution of a pamphlet on citizenship in the schools, *The Captain Had It Easy*.

8. Sponsored and carried thru a series of three discussion groups at the San Francisco Convention.

9. Distributed approximately 10,000 copies of the *Report of the Sixth National Conference on Citizenship* to directors of national lay organizations, educational leaders, government officials, including the President and his Cabinet, the Supreme Court Justices, the United States Congress, Governors of States.

10. With the Department of Justice held joint meetings to plan the Seventh National Conference on Citizenship which will be held in Washington, D. C., September 17-19, 1952. At the invitation of the Committee and the Department of Justice, representatives of fifty national organizations have attended two planning sessions to suggest theme and program for the conference. Theme for the 1952 conference: "The Constitution and the Citizen."

The Committee strongly believes that, thru its work with lay as well as educational groups, the NEA is serving America in a tangible and direct way. Teachers of America share much of the responsibility for America's future. The NEA has a place of leadership in the field of citizenship which is important to maintain.

The Committee recommends that:

1. Encouragement of local groups in their study of and work on citizenship problems be increased.

2. Facilities for and activities in collection and dissemination of citizenship materials of other groups be expanded.

3. Leadership in the citizenship field thru the support of national conferences on citizenship be continued.

4. A report of the Seventh National Conference on Citizenship be published and widely distributed.

5. Strong emphasis be placed on the development of conferences on citizenship on the state and local levels.

6. Materials to augment the citizenship materials of other national groups to help in furthering state and local action be developed by the Committee in cooperation with other NEA groups.

7. New voters be encouraged thru celebration of Citizenship Day and other avenues open to the Association.

8. Ample staff and budget be provided for the Committee to carry out these objectives.

Committee on Credit Unions

The members of the Committee are: Jack A. Mitchell, Dallas, Tex., *chairman*; Wright W. Frost, Knoxville, Tenn.; Clara Holzer, Syracuse, N. Y.; Walter K. Howe, Jr., Hartford, Conn.; Kathryn Steinmetz, Chicago, Ill.; Frank W. Hubbard, NEA contact.

First created in 1937 as a special group, the Committee was reclassified as a standing committee in 1940.

Its purposes are: (a) to keep the teaching profession continuously informed as to the need for and value of credit unions, (b) to help the members of teacher credit

unions make efficient use of the facilities and resources available to them, and (c) ultimately—to make credit union service available to every school employee in the United States.

The Committee met in October, 1951, at which time the members reported on their activities and made plans for the year.

Activities for the program of the NEA Committee included the following: (a) publishing a list of teacher credit unions so as to promote exchange of ideas, (b) preparing articles for the *NEA Journal* and the journals of state education associations, (c) making a study of the services of teacher credit unions, (d) providing for continuous staff service to the credit union movement, (e) urging credit unions to adopt more liberal loan policies so as to promote increased enthusiasm for credit unions and to provide better service to members, (f) getting more speakers on NEA programs dealing with practical matters of teacher welfare rather than with general subjects, (g) issuing more materials on how to organize and operate teacher credit unions, (h) providing for more frequent and better distributed reports on the activities of the Committee, and (i) making more effective efforts to inform the typi-

cal NEA member of the value of a credit union.

Committee members work in close cooperation with representatives of the Federal Security Agency and with directors of the state credit union leagues affiliated with the Credit Union National Association.

In the spring of 1952 the Committee sent out a checklist to 501 teacher credit unions relative to desirable services to be rendered by teacher credit unions, the information from which is now being compiled and summarized. Recent publications of the Committee have been *How To Organize and Keep a Teachers Credit Union* and *Effective Operation of a Teacher Credit Union*.

The Committee recommends that:

1. Teachers colleges and universities include the credit union as a topic for study by teachers in training in order that they may be well informed.
2. Secretaries of state education associations seriously consider the organization and promotion of teacher credit unions in areas of 200 or more potential members.
3. Local leaders in each state bring the credit union movement to the attention of leaders of state education associations.

Committee on International Relations

The members of the Committee on International Relations are: Margaret Boyd, Steubenville, Ohio, *chairman*; Bertie Backus, Washington, D. C.; Rufus E. Clement, Atlanta, Ga.; Lucy Cobb, Deming, N. Mex.; and William F. Russell, New York, N. Y. Robert H. Reid is *executive assistant* to the Committee.

Major activities of the Committee for 1951-52 follow:

1. The United Nations Education Service was inaugurated in January 1952. Its purpose is to provide (a) practical materials for classroom teachers about international activities and (b) representation for teachers at United Nations headquarters. The Service is offered at annual rates of \$20 to \$50 depending on the pupil enrolment of the subscribing school or school district. Subscriptions

have been entered from 43 states and nine foreign countries.

Subscribers receive a bi-weekly newsletter, *UNIT (United Nations Information for Teachers)*, available to UNES subscribers *only*. The number of copies supplied varies with the cost of the subscription. The first issue, featuring a "Box Score on the UN," has been widely used for publicity and promotional purposes.

Altho the Service officially began in January 1952, subscribers have received monthly mailings of selected pamphlets, posters, maps, etc., since September 1951. Among these were Unesco's *Exhibition Album on Human Rights* and a first-day-of-issue mailing of United Nations stamps. UNES also meets individual requests for information and assistance from subscribers.

Appraisal meetings on UNES were held in connection with the regional meetings of the American Association of School Administrators at St. Louis (February), Los Angeles (March), and Boston (April).

A brochure describing the United Nations Education Service and sample copies of *UNIT* are available on request.

2. The Committee continued its liaison with groups interested in education about world affairs, including the NEA Departments, U. S. Office of Education, Department of State, U. S. Mission to the United Nations, the United Nations, Unesco, and other specialized agencies. Thru its executive assistant the Committee represented the NEA (a) as accredited observer to the United Nations and the U. S. Mission to the United Nations; (b) on the Advisory Panel on Improvement of Teaching Materials of the U. S. National Commission for Unesco; and (c) in the Fulbright pro-

gram for exchange of teachers, including service on a Regional Interviewing Committee.

3. The Committee continued to assist its contact persons in state and local education associations thru distribution of materials, handling requests for information and advice, and other services.

4. A *Teachers Handbook for United Nations Day and Week—1951* was published in September 1951 to help teachers plan for UN Day and Week celebrations, and as an aid in teaching about world affairs. Copies are available for 25 cents.

5. In addition to this *Teachers Handbook*, Committee publications now available include: *Education for International Understanding in American Schools*, 1948, \$1; *The Lindenwood Conference on International Relations: a Report*, 1950, \$1; a handbook, *International Aspects of Human Rights*, 1950, free; two posters, "Marks of the World-Minded American" and "Preamble to the Unesco Constitution," free.

The Committee recommends that:

1. School systems and schools give active support to the United Nations Education Service.

2. Each state and local education association maintain an active International Relations Committee, which will (a) keep informed on NEA programs and resolutions in international relations and bring them to the attention of all teachers in their associations and (b) inform the NEA Committee on International Relations of problems encountered in teaching about world affairs and of promising practices developed in local schools.

Committee on Professional Ethics

The members of the Committee are: Grace C. Campbell, Spokane, Wash., *chairman*; Louise G. Carson, Beaufort, S. C.; George D. Hann, Ardmore, Okla.; Bertha Lawrence, Trenton, N. J.; Audrey Shauer, Valparaiso, Ind.; Cyrus C. Perry, NEA contact.

The major projects of the Committee during the current year may be included under the following headings:

1. Revising the NEA Code of Ethics. The original Code, which was adopted in 1929 and revised in 1941, has served the Association well, but recently there has been some sentiment for making revisions, in the light of new developments. In 1950, the Committee sponsored a nationwide survey by the Research Division to determine the attitude of the members toward revision of the Code. Since returns from the questionnaires suggested numerous changes, the Research Division drew up a tentative revised draft in 1951, incorporating many of the suggestions that had come from the field. In November, 1951, the revised draft was sent to a sampling of 3890 members who are leaders in some phase of our professional program, including all delegates to the 1951 Representative Assembly. Replies were received from 1242, or 31.9 percent. With the returns of this broad sampling as a working basis, the Research Division has prepared a revised form of the NEA Code of Ethics, which the Committee will present to the 1952 Representative Assembly for its consideration.

2. Considering requests from the field for decisions on alleged violations of the NEA Code of Ethics. The Committee has inaugurated a policy of rendering opinions in cases where specific requests come from members of the asso-

ciation, concerning practices which they think raise questions of professional ethics. In arriving at the opinions, the committee has the benefit of legal counsel.

3. Publishing in the *NEA Journal* some of the Opinions rendered by the Committee during the year. Full page articles were published in the January, March, and May issues of the *Journal*, setting forth the material facts that were brought before the Committee, together with the opinion that was rendered. Actual cases were used, but names of neither persons nor school systems involved in the cases were given.

4. Working with the subcommittee appointed to develop an "Hippocratic Oath" for teachers. The subcommittee authorized to explore the possibilities of developing an "Hippocratic Oath" for teachers consists of Robert Wayne Clark, Pa.; Walter E. Englund, Minn.; and Grace C. Campbell, Wash., chairman of the Professional Ethics Committee as chairman of the subcommittee. The subcommittee held a joint meeting with the Professional Ethics Committee and outlined the work of the year. It was agreed that adoption of the revised Code should precede consideration of any proposed "Oath" or "Creed," as the Committee prefers to call it. A progress report will be presented at the 1952 NEA Convention.

Other projects of the Committee during the current year include the following: preparing and mailing a three-page Progress Report letter to the 8000 leaders in the profession in which was included a four-page summary of state and local projects on Professional Ethics; printing and circulating 5000 copies of a 40-page document entitled *A Unit of Study on Professional Ethics*, about 3000

of which were sent on request at 25 cents per copy; preparing a letter and Report Blank to send to Advisory Committee members in March, and compiling the returns from the report, which will serve as a guide to the Committee on future projects.

In addition to items already mentioned in the foregoing paragraphs, the Committee has also distributed the following materials on Professional Ethics: P.G.L. #135, *Code of Ethics* in small booklet form, 16,925; *Ethics Poster*—Condensed form of Code, 8329; *Induction Ceremony for New Teachers*, 620; *Self-test, "How Professional Am I?"*, 3501; *Choral Reading of NEA Code of Ethics*, 821; *Teachers' Opinions on Ethics in the Teaching Profession*, 34; Discussion Pamphlet No. 5, *Ethics for Teachers*, 567; 1947 *Report of the NEA Committee on Professional Ethics*, 26; 1948 *Report of the NEA Committee on Professional Ethics*, 12; 1949 *Report of the NEA Committee on Professional Ethics*, 13; 1950 *Report of the NEA Committee on Professional Ethics*, 378.

Increasing demands from the field for material on Professional Ethics indicate an increasing interest and accelerated activity in this phase of the profession.

The Committee recommends that:

1. The delegates to this Representative Assembly make a careful study of the proposed Code of Ethics which has been

placed in their hands and be prepared to vote on the question of its adoption as the official Code of the NEA.

2. The subcommittee authorized by the 1951 Representative Assembly to explore the field in developing an "Hippocratic Oath" for teachers be continued another year.

3. The committee be authorized to continue its project of rendering and publishing opinions on alleged violations of the Association's Code of Ethics.

4. Each state and local teachers association have a committee on Professional Ethics whose chief function will be to bring to all members of the profession an awareness of the provisions of our Code of Ethics.

5. Advisory Committee members and others be provided with materials that will assist them in carrying out effective programs on professional ethics on the local and state levels.

6. Teachers colleges, schools of education, and departments of education be provided with material to be used in classes or units on professional ethics, and that all be urged to make such courses a part of their regular curriculum.

7. The NEA Commission for the Defense of Democracy act as the agency to conduct investigations initiated by the Ethics Committee, but local and state associations be encouraged to handle their own cases wherever possible.

Committee on Tax Education and School Finance

Members of the Committee are: Arnold E. Joyal, Fresno, Calif., *chairman*; John M. Booth, Boise, Idaho; Francis G. Cornell, Urbana, Ill.; H. Rodgers McVey, Alderson, W. Va.; R. J. Mullins, Santa Fe, N. Mex.; Frank W. Hubbard, NEA contact.

During the 1951-52 year the Commit-

tee has followed up on its study of Western lands, particularly with respect to the problem of "in lieu" taxation. It has prepared an analysis of HR 5223 (Murdoch) and the companion bill, S 2268 (Humphrey), and distributed it to state officials and state teachers associations throughout the country. The bill has been

discussed with officials of the Bureau of the Budget and the Committee has agreed that the bill is in the right direction. However, the Committee feels that the bill is narrower in scope than is desirable in that it proposes to make federal payments for only about 20 percent of the total land area of the federal holdings. The Committee believes that certain changes should be made in the bill, notably that the cut-off date should be changed from 1946 to 1939; that provision should be made for appeal from decisions of federal administrative agencies as to the amount of the payments; and that consideration should be given to the possibility of considering other types of federally owned real estate in the legislation.

The Committee has also devoted a considerable amount of attention to the problem of ownership of submerged coastal lands and the possibility that some revenues obtained from leasing such lands might be provided for the support of education. It revised, after careful consideration, its earlier statement of policy formulated in 1948, in recognition of the fact that legally established boundaries of the states are not uniform. The new statement recognizes state ownership within the legal boundaries of the state and indicates why the available revenue resources might properly be dedicated to public education. The Committee did not recommend that the NEA sponsor legislation on the subject.

During the year the Committee has cooperated with a graduate student at Wayne University by providing funds to facilitate the completion of a study of exempt real estate in Michigan. The Committee believes that the Michigan study will provide a pattern for use by other state associations and by other graduate students.

In March 1952, the Committee sponsored a significant conference in Washington on the outlook for school financial support. Under the leadership of Francis G. Cornell, a Committee member, a small group of experts in public finance and school finance, representing both academic and governmental viewpoints, was called together for study of the problem. As a result of this conference possibly several publications on school finance policy and a study guide will be prepared for use by local and state education associations, state school officials, and lay groups.

The Committee has studied various tax problems affecting public education, for example the current proposal to limit the federal income tax thru constitutional amendment. The Committee noted that more than 20 state legislatures have passed legislation endorsing or ratifying such a proposal. It feels that such legislation is inadvisable. The Committee has also studied proposals for a federal sales tax and expressed concern about the possible effect of such a tax on state school support.

In the summer of 1951, the Committee conducted school finance discussion groups at the summer convention. The sessions at San Francisco, comprising two sections which met for two days, were interesting and well attended. The Committee plans to continue the program in 1952 with certain modifications in its procedure.

During 1951-52 cooperation with the National Citizens Commission on Public Schools has continued. A report of sources of school revenue has been prepared for the Commission by the NEA Research Division and will be published in cooperation with this Committee.

A consultative service on emergency school finance problems, instituted by the

Committee in cooperation with the NEA Research Division in 1950-51, has been continued in 1951-52. A group of about 25 school finance experts from the several sections of the country have agreed to consider and, if possible, to respond to emergency calls for consultation. The traveling expenses for visits, not in excess of two days of consultation, will be paid by the NEA. Application for the service must be made thru the NEA Research Division. The purpose is to provide education associations and school districts which face emergency problems with expert help on short notice.

A number of projects continue to be sponsored by the Committee, including the compilation and publication of the state school finance series, a loose-leaf document which presents latest available data on state aid and apportionment programs, by states.

The Committee recommends that:

1. The NEA sponsor and support legislation in Congress designed to correct the injustices and inefficiencies in the fiscal administration of federally owned real estate. The Committee favors the proposal of federal "in lieu" payments but does not endorse HR 5223. It believes this source of fiscal support to be of significance, particularly in the

eleven western states.

2. The NEA committees and divisions be especially alert to matters of taxation for school support in the next several years, believing that this period of increasing school population, high federal taxes, and possible economic recession poses unusually difficult problems which are likely to be nationwide in scope.

3. The NEA Research Division be granted fully adequate funds and staff for further studies in the field of school finance. Results during the past year again have indicated that careful research and continued study yield rich dividends. This appears to be notably true in the case of federal lands as a new source of school support.

4. Workshop and discussion groups on school finance be conducted in connection with the NEA Representative Assembly, and be recommended to all state and local conventions and institutes for their programs.

5. Continuous attention be given in state and local education associations to a study of pressing financial problems concerning public education.

6. Cooperation be continued with the NEA Research Division as a source of help to local school districts and to states in the field of tax education and school finance.

Committee on Tenure and Academic Freedom

The members of the Committee are: Martin Essex, Lakewood, Ohio, *chairman*; Bess Bays, Boise, Idaho; Jessie Cunningham, Wheeling, W. Va.; Mary Anne Pesognelli, Pittsburgh, Pa.; Haswell H. Walker, Charlottesville, Va.; Virginia Kinnaird, NEA contact.

The most important services of the

Committee during the past year have been to sponsor studies in cooperation with the NEA Research Division, sponsor meetings for the discussion of tenure problems, distribute reports promoting fair employment practices, investigate cases charging unjust dismissals.

Bulletins and studies issued during

the current year include: *Dismissals in Fort Myers, Florida—An Investigation of Employment Procedures Which Caused Community Disturbance*; *Court Decisions on Teacher Tenure—1951*; *Personnel Policies Essential for Good Schools*; and *Report of the Committee on Tenure and Academic Freedom—1952*.

During the year April 1951 to April 1952, the Committee received requests for assistance from 12 individual teachers and two groups involving 5 teachers in one case and 10 in the other. These persons from 12 states have believed they were victims of unfair employment practices. The Committee gave consideration to these cases but printed no reports. Several of the situations were handled by state education associations.

Reports issued by the Committee have been mailed to 350 advisory committee members who have been asked to serve as liaison officers to report the conditions of tenure and academic freedom in their respective states.

The Committee recommends that:

1. Appointments to the Advisory Committee by state and local associations be made prior to July 1 each year and that these appointments be the chairmen of local committees paralleling the NEA Tenure Committee provided the local association maintains such a committee.

2. The NEA Executive Committee continue to make available to the Committee on Tenure and Academic Freedom funds for work of the Committee.

3. The Committee be granted by the Association full authorization, under the rules and regulations of the Association, to investigate cases of unfair treatment and unjust dismissal of members of the teaching profession and to make public its reports at such times and in such manner as in the opinion of the Committee will be of greatest benefit to the individual investigated and the teaching profession.

4. Authorization be given to continue the policy of complete cooperation with state and local associations interested in securing or strengthening improved employment practices by the furnishing of consultation, field service, and speakers.

5. The full services of the Committee and the profession be utilized to extend and improve employment legislation thruout all the states as an aid to greater stability of the teaching profession.

6. The Committee continue the study of the provisions of existing laws which govern the probationary period, giving special attention to the provisions which school administrators should make for inservice growth of probationary teachers, and the prevention of unjust dismissals of teachers during that period.

7. The Committee take whatever action is necessary to protect teachers against practices which infringe upon their rights as citizens, their right to teach the truth without fear or favor, and their freedom to develop a curriculum that meets the needs of our American society.

III. JOINT COMMITTEES

THE JOINT COMMITTEE is one form of cooperation between the National Education Association and other organizations with mutual interests in specific problems. Each organization appoints representatives—one new member each year. Joint committees elect their own chairmen.

Joint Committee of the National Education Association and the American Legion

The members of the Committee are: (a) for the NEA—Lloyd T. Uecker, Mitchell, S. Dak., *co-chairman*; R. B. Atwood, Frankfort, Ky.; John W. Dodd, Freeport, N. Y.; Paul Grigsby, Granite City, Ill.; Belmont Farley, NEA contact; (b) for the American Legion—James F. Daniel, Greenville, S. C., *co-chairman*; Karl Baarslag, Washington, D. C.; Dan C. Hartbauer, Pittsburgh, Pa.; Cecil H. Munson, Indianapolis, Ind.; Allen B. Willand, Indianapolis, Ind.; and R. Worth Shumaker, American Legion contact.

Cooperation between the NEA and American Legion began in 1921 when the Legion proposed to the NEA the annual observance of American Education Week as a means of eliminating illiteracy and improving citizenship in the United States. In 1938-39 the Joint Committee began its discussion and efforts to obtain federal aid to education.

One official meeting of the Joint Committee has been held since the delegate assembly meeting of the NEA in 1951 at San Francisco. This meeting was held at Indianapolis, Ind., January 10-11, 1952. Joint Committee members present were: for the NEA—Lloyd T. Uecker, Paul Grigsby, R. B. Atwood, and Belmont Farley (In the absence of John Dodd, L. V. Phillips, member of the Executive Committee of the NEA served as a pro tem member of the Joint Committee); for the Legion—James F. Daniel, Dan C. Hartbauer, Cecil H. Munson, Karl Baarslag, R. Worth Shumaker, and Allen B. Willand. The Committee enjoyed the hospitality of the officers of the National Headquarters, The American Legion, while in Indianapolis.

The Joint Committee members urged

their parent organizations to continue to study the aims and objectives of the following programs, organizations and activities: (a) general citizenship activities for youth-Americanism, (b) an adequate program for national defense which will assure peaceful working relations with other nations of the world, (c) federal aid to public schools without federal control, (d) anticommunist organizations, (e) American Education Week, (f) Legionnaire-Schoolmaster Clubs, (g) Citizenship Day—September 17, (h) school awards program, (i) Boys' State and Girls' State, (j) Boys' and Girls' Nation, (k) Junior Baseball, (l) oratorical contests, (m) Youth Government Days. The Committee also urged the widest possible distribution and use of the book, *The Key to Peace* by Clarence Manion.

An unofficial meeting of the members of the Joint Committee who were present at the Regional Meeting of the American Association of School Administrators in Saint Louis, Mo., was held on February 25, 1952, at a breakfast meeting with the Legionnaire Schoolmasters in the Jefferson Hotel. John L. Bracken, superintendent of schools, Clayton, Mo., and pastpresident of the American Association of School Administrators, was the guest speaker.

The Joint Committee has been represented during the year by individual members at many meetings and conferences relating to the work of the Committee.

The Committee recommends that:

1. The friendly understanding and co-operation between the NEA and the American Legion be continued.

2. The policy of exchanging speakers at national conventions be carried on at state levels.

3. Legionnaire-Schoolmaster Clubs be established in every state and that annual meetings be held in connection with state education conventions.

4. American Education Week be emphasized thruout the nation thru increased use of the radio and television. Also, that the annual broadcast be made from some historic shrine.

5. The Congress of the United States be urged to enact, at the earliest possible moment, legislation which will provide federal aid to public education without federal control and with full preservation of the accepted American principle of the local management of schools.

6. Increased emphasis be placed on the programs of organizations and activities that encourage youth to participate in citizenship and character building. Youth can appreciate the American way of life only by learning to be a part of it.

7. The sharing of information and efforts with all groups in order to protect American democracy from ideologies contrary to our way of thought and action, be continued and extended.

8. A study be made of the question of the school textbook problem with the suggestion that the American Textbook Publishers Institute be invited to a meeting in which the textbook problem can be discussed by representatives of the Institute, the NEA, and the Legion.

Joint Committee of the National Education Association and the American Library Association

Members of the Committee are as follows: (a) for the NEA—Amanda B. Bonwell, Long Beach, Calif.; Jessie Boyd, Oakland, Calif.; Pauline Martin, Decatur, Ga.; Robert Ruston, Laurel, Del.; Merle E. Ward, Valley City, N. Dak.; Robert Luke, NEA contact; (b) for the ALA—Sara Krentzman Srygley, Tallahassee, Fla., *chairman*; Rheta Clark, Hartford, Conn.; Louise Galloway, Frankfort, Ky.; Marian Grady, Muncie, Ind.; Virginia McJenkin, Atlanta, Ga.; Mildred Batchelder, Chicago, Ill., ALA contact.

In the past year, the NEA and the ALA have recognized that the two associations should be concerned with all types of libraries and all aspects of education to which libraries might contribute. It is assumed that in the future

membership on the committee will be representative of public schools, colleges, and adult education and the libraries which serve them.

The Committee participated in the NEA Representative Assembly in San Francisco last July. Jessie Boyd presided at the Committee meeting, attended by more than 25 persons interested in discussing library problems. She gave the official report of the Committee to the Assembly, representing the chairman.

At the Committee's request, Mary Lee Keath and the school libraries of Denver, Colo., prepared the annual list of outstanding books for children for the November 1951 issue of the *NEA Journal*. The list was made available as a leaflet by Sturgis Printing Company.

A list of aids in the selection of mate-

rials for children and young people was prepared by Mildred Batchelder with the Committee's approval. It is being published by ALA with NEA assistance.

Virginia McJenkin has developed a filmstrip on school library quarters, to be produced by ALA with NEA assistance.

The annual meeting of the Committee was held in Boston, Mass., on February 9, 1952, just prior to the meeting of ASCD. Consideration was given to purposes, function, and methods of work. It was agreed that the Committee's chief function is to provide intercommunication between NEA and ALA on all operational levels. The formulation of policy statements to clarify what public schools and public libraries stand for in regard to library service, in regard to intellectual freedom, and in regard to identifying and promoting needed research in library service was seen as a significant function of the Committee.

The Committee agreed that future meetings should be concerned with matters of policy and ways of implementation. Virginia McJenkin was elected chairman for the year 1952.

The Committee recommends that:

1. Schoolboards recognize the necessity for good school library service in the

modern elementary or highschool by providing qualified librarians, adequate quarters, equipment, and materials, and an annual appropriation of at least \$2 per pupil.

2. Opportunities be provided classroom teachers, administrators, supervisors, and librarians to develop cooperatively concepts of the library's function in the teaching-learning situation and to work together for an improved library service.

3. School librarians should have professional preparation comparable to that of teachers, in addition to specialized library education, and should have the same professional status as other teachers.

4. School libraries should provide printed and audio-visual materials to meet group and individual needs for reference, recreation, and professional use by teachers, pupils, and parents.

5. School schedules should allow many opportunities for teachers and pupils to identify and use needed materials and services offered by the library.

6. Adequate centralized library quarters should be included in all new school buildings and in renovated buildings.

7. Supervision of school libraries should be provided in all state departments of education and in city and county systems where needed.

Joint Committee of the National Education Association and the American Medical Association

Members of the Committee are: (a) for the NEA—Ruth Grout, Minneapolis, Minn.; John L. Miller, Great Neck, N. Y.; James W. Ramsey, Fort Smith, Ark.; Mabel E. Rugen, Ann Arbor, Mich., *chairman*; Herbert Walker, New York, N. Y.; Elizabeth Avery, NEA contact; (b) for the American Medical Association—Ray O. Bjork, Helena,

Mont.; Fred V. Hein, Chicago, Ill., *secretary*; Herman M. Jahr, Omaha, Neb.; Carl N. Neupert, Madison, Wis., *vice-chairman*; Charles Outland, Richmond, Va.

This Committee, in continuous existence since 1911, is believed to be the oldest joint committee of the National Education Association or the American

Medical Association. The function of this Committee is to consider health problems of children and youth of concern to both the education and medical professions and to make recommendations regarding their possible solution. These recommendations appear as published reports, pamphlets or books, resolutions or statements of policy. Over the years a number of these pronouncements have demonstrated their value in giving direction to policy formation and program development in school health education.

A new annotated bibliography of the more than twenty publications of this Committee is now available from either organization. Newest publications are two brochures: *The Physical Educator Asks About Health*, reprinted from recent issues of the *Journal of the American Association for Health, Physical Education and Recreation* (a Department of the NEA), and a revision of *Health Problems Affecting the Personality of School Youth*. These two publications are based on the questions of teachers and have greater application to the secondary school, perhaps, than to the elementary. One of the most useful older publications of the Committee, *The Nurse in the School*, issued in 1940, is being rewritten and will be available soon. A new publication, *School Health Services*, a companion volume to *Health Education*, is in preparation.

Other problems discussed at the March 1952 meeting held in Washington, D. C., and on which subcommittees will continue to work include: health aspects of family life education, school health aspects of civil defense, the use of commercial health materials in schools, and the relation of absences for bona fide

illness of children from school to the average daily attendance reimbursement formulae. New problems raised for exploration by the Committee center around teaching about narcotic drugs and alcohol, and the better preparation of prospective physicians, administrators, and teachers in school health education.

The Committee recommends that:

1. Educators utilize more extensively the policy statements and publications now available and that state education associations assume more leadership in doing this.

2. Educational groups with a particular concern for curriculum improvement, school administration, and the growth and development of children assume increasing responsibility for improving relationships and furthering understanding with health agency personnel at the state and local levels so that the health needs of children and youth may be more adequately met.

3. Educators recognize the increasing importance of health education in a civil-defense-atomic age and their responsibilities for relating the efforts of the school to those of other community groups.

4. State and local educational groups be urged to submit their reactions to Joint Committee publications and statements of policy and suggest problems which they would like the Committee to consider.

5. Those in our colleges and universities charged with the responsibility for the professional preparation of medical and education personnel consider carefully the need for better preparation in the area of school health education and services.

The Joint Committee of the National Education Association and the American Teachers Association

The members of the Committee are: (a) for the NEA—A. C. Capps, Columbia, Mo.; Mrs. Marion W. Fox, Atlantic City, N. J.; Ed McCuiston, Little Rock, Ark.; N. C. Newbold, Raleigh, N. C.; Paul T. Rankin, Detroit, Mich.; Howard A. Dawson, NEA contact; (b) for the ATA—Ambrose Caliver, Washington, D. C.; Robert C. Hatch, Montgomery, Ala.; Walter N. Ridley, Petersburg, Va.; H. Councill Trenholm, Montgomery, Ala.; Mary L. Williams, Charleston, W. Va., *chairman*.

Historical background—The NEA-ATA Joint Committee, authorized by the Executive Committee in 1926 under the title "Committee on Educational Problems in Colored Schools," became in 1928 a joint committee of the NEA and the National Association of Teachers in Colored Schools, now known as The American Teachers Association.

Current Program—As a result of a broad or new interpretation being placed on Article II, Section 2, of the NEA Bylaws, thirteen state teachers associations affiliated with the NEA before the San Francisco meeting and sent delegates to the NEA Representative Assembly. Fourteen states are now affiliated, and the remaining state has made application for affiliation.

The subcommittee on Intercultural Relations has completed its task of selecting materials for one hundred kits on intergroup education to lend to teacher education institutions. The kits were ready for distribution the first of February 1952. The Committee believes this interchange of ideas with students in teacher education institutions will stimulate intercultural goodwill at all levels—as the teachers who are being trained in

these institutions will work with all age groups.

The new interpretation of the NEA Bylaws has served as a "springboard" for professional growth and understanding in several of the states having a dual system of education. Joint committees, composed of representatives from the two professional organizations, are being formed; in one state, the two organizations are planning to sponsor and share cooperatively the headquarters room at the Detroit convention of the NEA.

The Committee recommends that:

1. The NEA Executive Committee be urged to authorize a research study on the status of public school education for Negroes which would be made by the NEA Research Division under the auspices of the NEA-ATA Joint Committee.

2. Schools, classroom teachers, and teacher education institutions make use of the kits of inter-group education materials which are available thru the NEA and/or the U. S. Office of Education.

3. There be continued acceleration of effort to equalize the educational provisions for the Negro child both in the legally-mandated separate schools and in the classrooms of the so-called mixed schools.

4. The NEA administer with due caution and sound consistency its services and channels of approach to its Negro members—including the temporary provisions for fourteen Negro state associations to certify delegates to the NEA Representative Assembly.

5. All NEA services at the local and the state levels be extended fully to all NEA members within the framework of conceived responsibility and without differentials because of race.

6. State and local associations, that are separate on the basis of race, appoint interorganization committees than can be channeled for cooperative efforts on specific projects for the improvement of education of all within the respective area.

7. The NEA Representative Assembly at Boston in 1949, and at St. Louis in 1950, agreed upon the policy to hold its annual meeting only in cities where every NEA delegate could have equality of accommodation; and, as the NEA occupies a position of world leadership

with pronounced policies as to democracy and as to wholesome recognition of the personality of every individual; and, since the NEA-ATA Joint Committee, thru a communication to the NEA Board of Directors at San Francisco last July, and thru its annual meeting last December, made its appeal that the NEA choose a convention city where every delegate would have full accommodations without embarrassment; the NEA-ATA Joint Committee discussion group, in session Thursday afternoon, July 3, 1952, recommends that the NEA Board of Directors choose for the 1952 Representative Assembly a city where there can be assured equality in all accommodations so that the democratic philosophy and policy of the NEA can be consistently forwarded.

Joint Committee of the National Education Association and the National Congress of Parents and Teachers

Members of the Committee are: (a) for the NEA—Mrs. Emily Tarbell Barhydt, Syracuse, N. Y.; J. Broward Culpepper, Tallahassee, Fla.; Harold C. Whiteside, Cambridge, Md.; Agnes Samuelson, NEA contact; (b) for the National Congress of Parents and Teachers—Knox Walker, Atlanta, Ga., *chairman*; Mrs. John E. Hayes, Twin Falls, Idaho; E. B. Norton, Florence, Ala.

Since 1929 this Committee has worked to develop closer working relationships between the NEA and the NCPT. It provides the opportunity to discuss common goals, interpret the particular program of each organization, and promote joint projects of vital concern to schools and children.

The American Education Week leaflet prepared by the NCPT and distributed by the NEA in the American Education Week packet and by the

NCPT in its local unit packets is an outstanding example of cooperation. Over 500,000 copies of the 1951 publication, *Everybody's Schools*, were distributed.

A survey dealing with cooperative relationships of state education associations and state NCPT branches is under way. This inquiry is being carried on by the NEA Research division.

The present program emphasizes several other areas of mutual concern: the importance of audio-visual instruction in preparing teachers, facilitating instruction, building functional school buildings, and approving budgets; renewed efforts to interpret and stress the moral and spiritual aspects of the school program; and the cutting of competitive athletics down to size in terms of the physical capacities and development of all pupils.

The Committee calls for the use of

every influence and resource at the command of both groups in the elimination of the narcotic menace to the wellbeing of youth and the vitality of the nation. It recognizes education as a vital factor in defense and seeks the support of schools as instruments of defense and their protection from unwarranted attacks on their integrity; urges continuing effort toward steel priorities for schools and colleges, school construction, federal aid to public education, and other school legislation needed to enable schools to function effectively in the emergency; and pursuit of the values of better world understanding.

The Committee continues to stress teacher selection and preparation to the end that many more able young people may be encouraged to enter elementary school teaching. It recommends that the local teachers unit and the local parent-teacher association hold at least one joint meeting each year to discuss common

problems and ways to work together more effectively and interest more citizens in behalf of education and youth.

The Committee recommends that:

The NEA and the NCPT, jointly and separately,

1. Continue to work for school improvements and for the protection of schools against unjust attacks.
2. Continue to make their maximum contribution to national defense and mobilization.
3. Continue to make wiser use of American Education Week for educational interpretation.
4. Continue to encourage able young people to enter elementary teaching.
5. Encourage local parent-teacher and local teacher associations to hold at least one joint meeting each year to discuss common problems and ways of developing greater community interest in education.

IV. COMMISSIONS AND COUNCIL

THE NATIONAL EDUCATION ASSOCIATION has created certain special deliberative bodies known as commissions or councils. These groups usually operate in large areas of professional interest under the general supervision of the Executive Committee.

Educational Policies Commission

The members of the Commission are: Henry H. Hill, Nashville, Tenn., *chairman*; William Jansen, New York, N. Y., *vicechairman*; O. C. Aderhold, Athens, Ga.; Ralph J. Bunche, United Nations, New York; Sarah C. Caldwell, Akron, Ohio; Arthur H. Compton, St. Louis, Mo.; Dwight D. Eisenhower, New York, N. Y.; Willard E. Givens, Washington, D. C.; L. D. Haskew, Austin, Tex.; Eugene H. Herrington, Denver, Colo.; Galen Jones, Washington, D. C.; Alice Latta, Couer d'Alene, Idaho; Worth McClure, Washington, D. C.; N. D. Mc-

Combs, Des Moines, Iowa; Ralph W. McDonald, Bowling Green, Ohio; J. Cloyd Miller, Deming, N. Mex.; Virgil M. Rogers, Battle Creek, Mich.; Margaret C. Schowengerdt, Webster Groves, Mo.; Lee M. Thurston, Lansing, Mich.; Pearl A. Wanamaker, Olympia, Wash. William G. Carr is *secretary* of the Commission; Wilbur F. Murra is *associate secretary*.

The Educational Policies Commission, now in its seventeenth year, is jointly sponsored by the NEA and the American

Association of School Administrators. Of its twenty members, twelve are appointed by joint action of the executive committees of the NEA and AASA; four are appointed, respectively by four NEA departments—Classroom Teachers, Higher Education, Elementary School Principals, and Secondary-School Principals—and four are ex-officio.

Four policy statements were published during the past year:

Public Schools: A Top Priority, published in June 1951, affirms the importance of public education in the current national emergency. It stresses the responsibility of the American people for giving their schools the support they deserve as agencies for building national strength.

Citizens and Educational Policies, published in June 1951, says that citizens should have a responsible role in policy-making for their public schools. The statement points out what teachers and school administrators can do to encourage such activity by laymen and how best results can be obtained.

Education and National Security, issued jointly by the Commission and the Executive Committee of the American Council on Education in December 1951, analyzes the role of schools and colleges in the defense program. It devotes special attention to the problem of coordinating education and national manpower policies.

Education for ALL American Youth: A Further Look, published in May 1952, is a revision of the 421-page book issued by the Commission in 1944 as the description of an inclusive program for the improvement of secondary education. The new volume brings the original statement up to date and includes much new material. It was prepared by a committee consisting largely of former Commission members and was reviewed, revised, and

approved by the Commission as a whole last fall.

During the past year a large portion of the work of the Commission and its staff has been devoted to continuing implementation of the influential statement, *Moral and Spiritual Values in the Public Schools*, published in February 1951. Two discussion guides devoted to the subject of this book are now being prepared, and a subcommittee is considering the possibility of additional publications for giving teachers practical assistance in teaching moral and spiritual values.

Other topics now under investigation by the Commission include: school athletics, the place of public education in a democratic society, and how schools can build better communities.

In March 1952, President Henry H. Hill of George Peabody College for Teachers was elected chairman of the Commission to succeed James B. Conant, whose term of membership on the Commission ended last December 31.

The Commission recommends that:

1. Teachers, school administrators, and professional education associations make deliberate efforts to encourage and utilize the participation of lay citizens in policy-making for public education; and that, toward this end, they study and carry out the EPC recommendations contained in *Citizens and Educational Policies*.

2. Schools and colleges assess their athletic programs in terms of their contribution to educational purposes; revise such programs if needed in order to eliminate abuses and maximize values; and that they share with the EPC their findings and experiences in order to assist the Commission in the preparation of its policy statement on athletics.

3. Local and state teachers associations hold sessions devoted to discussion of

both published and proposed statements of the EPC; and that suggestions for the content of proposed statements be re-

ported to the EPC office at NEA headquarters to assist the Commission and its staff in drafting policy statements.

Legislative Commission

Members of the Commission are: Robert H. Wyatt, Indianapolis, Ind., *chairman*; Frank E. Bass, Nashville, Tenn.; John W. Brooker, Louisville, Ky.; Evelyn A. Casey, Minneapolis, Minn.; Mrs. Grace L. Dodge, Ellsworth, Maine; Kenneth E. Oberholtzer, Denver, Colo.; Mrs. Florence H. Price, Newark, N. J.; David H. Stewart, Dormont, Pa.; and Rex H. Turner, Oakland, Calif. The *secretary* of the Commission is James L. McCaskill.

The Legislative Commission of the NEA is charged with the responsibility of (a) recommending the federal legislative policies of the NEA, and (b) working to achieve the policies adopted by the Association.

Major attention this year has been given to the promotion of federal aid legislation. Bills of various types have been introduced into the 82nd Congress, especially (a) federal aid for current school expenditures, and (b) aid for school construction. Only limited progress was made during the first session of the 82nd Congress on any federal aid legislation. The House was unable to agree upon a specific program, and the Senate, which twice had passed general federal aid bills, was reluctant to act without some indication of House concurrence. During the second session of the Congress chief interest has tended to focus on school construction aid, and a subcommittee of the House Education and Labor Committee has held hearings on proposed legislation of this type. The Commission at all times has worked diligently to encourage school construction aid, at the

same time keeping before the Congress the need for federal aid for current operating expenditures.

The Commission has supported legislation recently enacted (a) to provide aid for federally affected areas, and to initiate a school housing survey by the Office of Education (P. L. 815); (b) to exempt admissions to school activities from federal taxation (P. L. 183); and (c) to exempt the publications of nonprofit educational organizations from increases in postal rates (P. L. 233).

The Commission is proud to have had an important role in obtaining the increased allotments of construction steel which were so vital to the nation's school housing program. The needs of the schools were set forth not only thru consultation and correspondence with administrative officials but also in the October 1951 hearings before the Bailey subcommittee of the House Committee on Education and Labor. The hearings before that subcommittee, too, did much to focus Congressional attention—and nationwide attention—on the needs of the states for school construction aid.

Helpful perspective on legislative policies in the field of federal aid to education has come to the Commission thru its continuing contacts with national lay organizations. In December 1951, an informal conference on federal legislation affecting education, held at the NEA headquarters building, was attended by the representatives of more than eighty national organizations.

The Commission has cooperated with

the NEA Department of Retired Teachers in promoting legislation to exempt the retirement incomes of public employees from federal taxation. It has consulted on various proposals for veterans education and future GI aid. It has kept in touch with the operation of price controls and with legislation to extend and amend them. It has followed closely the hearings on UMT and the efforts to enact UMT legislation. In the absence of a clearcut NEA legislative policy with respect to this issue the Commission has not endorsed or opposed any bill, but thru special bulletins and other means has tried to keep the profession fully informed on each step being taken.

Prior to this year, the Legislative Commission had no responsibility for consideration of the question of ownership of oil and other mineral resources beneath the marginal sea inasmuch as this question was being explored by the NEA Committee on Tax Education and School Finance. During recent months, however, since the matter was referred to the Commission, the facts and issues have been examined and a report has been issued entitled *Oil Resources Beneath the Marginal Sea*.

When vital issues are at stake on which no Association mandate has been given, the question arises as to what the Commission should do. Should the NEA remain silent—as it has sometimes done? Or, should more effective procedures be developed for formulating interim policy? When an issue comes to the floor of the Congress unexpectedly, or a legislative proposal on which the Representative Assembly has taken no action, should there be a more clearly defined way for the NEA to take a definite position on such legislation?

Beginning in 1946 it has been the practice of the Legislative Commission to include in its report a series of about 12 statements of legislative policy. The original list was prepared from an analysis of the then current NEA Platform and Resolutions and from an opinionnaire sent to about 2000 leaders in the Association. These statements, with minor revisions, have been included each year as the recommendations of the Legislative Commission in its report to the Representative Assembly. They have been published in the *NEA Journal*, the *Proceedings*, and sometimes in other publications such as the *NEA Handbook*. The most recent list dealt with: (a) federal aid to education—general aid, school construction aid, and special aid to federally affected areas; (b) restriction of the use of public funds to public schools; (c) national defense; (d) teacher exchange; (e) scholarships; (f) federal aid for higher education (g) social security and teacher retirement; (h) income tax exemption of annuities and pensions; (i) a national board of education; (j) federal funds for health and child welfare; (k) federal funds for nursery schools and child-care centers; and (l) federal payments in lieu of taxes on public lands.

Recommendations:

This year the Commission is presenting its recommendations thru the Resolutions Committee rather than as a part of this report since it is the Platform and Resolutions of the Association that express its official policies. The attention of the Representative Assembly may be directed to significant legislative issues, either in the verbal report of the Commission's chairman or in connection with the presentation of the Platform and Resolutions.

National Commission for the Defense of Democracy Thru Education

The members of the Commission are: John W. Davis, Institute, W. Va., *chairman*; Winona Montgomery, Phoenix, Ariz., *vicechairman*; Jennie L. Davis, Cincinnati, Ohio; A. C. Flora, Columbia, S. C.; John Guy Fowlkes, Madison, Wis.; Willard E. Givens, Washington, D. C.; Harold Curtis Hand, Urbana, Ill.; J. Cloyd Miller, Deming, N. M.; James T. Reiva, Denver, Colo.; and Virgil M. Rogers, Battle Creek, Mich.; Richard B. Kennan, *secretary*; Virginia Kinnaird, *associate secretary*; Cyrus C. Perry, *legal counsel*; Robert A. Skaife, *field secretary*; Lucile Ellison, *assistant secretary*.

The school year just closed has been unhappily noted for the number, variety and violence of attacks on public education. Leaders in education, particularly those in strategic positions, have been singled out for special attack, apparently following the military strategy of destroying the leaders in order to create lowered morale and disorganization within the ranks. Educational institutions, particularly in the area of higher education, have been assaulted on grounds that completely ignore the position of pre-eminence this nation has achieved thru the graduates of these institutions. The working tools of the profession, especially textbooks, have been assailed, frequently without reference to their possible obsolescence or infrequency of use, and usually without apparent knowledge of their place and function in the modern classroom. The whole system of American education itself has been attacked seemingly without recognition of the basic actuality that the success of our form of government depends upon an informed intelligent electorate. Our greatest hope of winning the battle

against the totalitarian forces that oppose us today is thru a citizenry that is better educated and prepared to separate truth from propaganda, and the challenges of freedom from the subtle securities that lead eventually back to bondage.

That these attacks have not been more successful has been due to a number of factors, prominent among them being (a) our citizens are already well enough educated to recognize the need for more and better education to meet the needs of an ever more complex civilization; (b) our schools are under local control, and the people in the communities know that the schools must be the product of their own traditions, customs and ambitions; (c) the teaching profession has a well founded reputation for welcoming sincere criticism and answering with facts and renewed efforts to improve; and (d) the teaching profession is gradually achieving a unity that gives strength impossible of achievement while we remained divided and without the means of defending ourselves, our profession, and our American way of life.

The assault upon education, educators, and educational procedures and publications is by no means ended. For some, the business of attacking and smearing has become too lucrative a racket to be readily relinquished. The foes of the schools have made a lot of noise and created a great amount of unhappiness and confusion, but they can show very few real victories. They are, however, extremely well financed, and their constant reiteration of "the big lie" or the great distortion has had some effect. The degree to which they will succeed de-

pendents in large measure on whether or not the members of the teaching profession are prepared to devote the time, the effort and the money that is needed to alert the citizens of our nation to the character, motives and methods of our detractors. It is important to make our communities more fully aware of the essential contribution to our national strength that is found primarily in public education.

The Defense Commission is the agency in our national professional association that has been given direct responsibility for action in defending the profession against unfair attacks. For the present crisis it has available, other than secretarial assistants, only three staff members to give aid and advice to 51 state and territorial associations, 4500 local associations and 480,000 individual members. The two other members of the staff give, in effect, fulltime attention to the work of related committees. The Defense Commission urges that this Delegate Assembly give careful consideration to the need for more nearly adequate facilities and staff to meet the critical and demanding needs of this day and the foreseeable future.

Inquiries and Investigations—Requests for investigations have been numerous this year, and reports such as Mars Hill, North Carolina and Miami, Florida, have been valuable.

Cooperation with Committees—The associate secretary of the Commission has given full time to the work of the Committee on Tenure and Academic Freedom. The Legal Counsel has served as staff contact for the Committee on Professional Ethics. The assistant secretary has given nearly fulltime to the Citizenship Committee. The time of three secretarial assistants has also been devoted to these committees. The Com-

mission has also continued to serve jointly with the Citizenship Committee, representing the National Education Association in its co-sponsorship with the U. S. Department of Justice of the National Conference on Citizenship.

Defense Bulletins—Requests to be placed on the mailing list, and for additional copies, have indicated the value of the Defense Bulletin. Among the most popular of the six issues this year were one on textbook selection, one on how to recognize the "dishonest attackers," and the Tenth Anniversary issue which briefly outlined the history and accomplishments of the Commission.

Other Activities—The Commission has given service to many associations affiliated with NEA as well as to numerous individual members. It has also worked with many groups that recognize the danger of the present threats to education and that are our allies in the campaign for better schools. We have supplied background material and stimulated the writing of articles in national magazines supporting the schools. Only lack of staff and time has prevented a greater number and variety of such activities. Among the services that have been most appreciated have been (a) the provision of kits of materials to leaders who are studying the nature and methods of the attackers, and (b) the procuring of thousands of copies of reprints of newspaper and magazine articles, statements in the Congressional Record and other printed materials of value for distribution in quantity to educators and other citizens in areas where the schools might be subject to unjust attack.

The Commission recommends that:

1. Every state and local affiliated association take advantage of its opportunity to designate an Advisor to the Commis-

sion who will serve as a contact person to alert the Commission to important developments in the local situation and to inform the local associations of significant developments thruout the nation.

2. A committee or commission similar in nature and purpose to that of the National Commission for the Defense of Democracy thru Education be set up immediately in every local and state affiliated teachers association where they do not now exist. The Commission recognizes that if school crises are kept localized they are more likely to be solved to the greater advantage of the schools and communities involved.

3. The members of the Delegate Assembly alert the teachers whom they represent to the services and activities of the Defense Commission.

4. Regional conferences of state and local Defense Commission Advisors be held to coordinate and improve the promotion of democracy in and thru education on all levels.

5. Regional and national meetings of

lay and professional leaders be again provided to build better understanding of the problems and contributions of the schools.

6. Special planning conferences of representatives of educational groups and organizations in allied fields be held to plan and develop materials, programs and technics for meeting the unwarranted attacks on the public schools.

7. Such materials as a manual of suggestions for local associations to aid in preventing or defeating unjust attacks on education, educators or educational publications be prepared and distributed to Defense Commission Advisors and other local and state leaders in education.

8. Additional staff and facilities be granted the Commission so that more effective service can be given to state and local groups in dealing with special problems. The tactics and facilities of the forces currently attacking the schools make imperative more service directly in the field, rather than by correspondence.

National Commission on Safety Education

Members of the Commission are: M. R. Trabue, State College, Pa., *chairman*; G. H. Aull, Clemson, S. C.; C. W. Beese, Lafayette, Ind.; Eleanor J. Dodge, Saginaw, Mich.; Mildred W. Fowler, Baltimore, Md.; James J. Griffin, Chicago, Ill.; John W. Headley, Brookings, S. D.; Burt P. Johnson, Tenaflly, N. J.; Forrest E. Long, New York, N. Y.; J. H. Mathewson, Los Angeles, Calif.; Birdie McAllister, Miami, Fla.; Mary A. McCune, Greenwich, Conn.; Elizabeth Neterer, Seattle, Wash.; Hubert Wheeler, Jefferson City, Mo.; H. I. Willett, Richmond, Va.; Norman Key, *secretary*; S. A. Abercrombie, *assistant secretary*; Frank W. Hubbard, NEA *consultant*.

In the past year the Commission's program has advanced further the fundamental principle that education for safe living is, and must be, an integral part of general education for all people. Efforts have been vigorously directed toward helping teachers in every field and at every level of instruction and administration. Materials which point the way to safer living have been studied and applied in an increasing number of schools thruout the United States and in several foreign countries. Both educators and nonschool groups have attested to the values and benefits derived from the Commission's projects, services, and materials.

Workshop on Elementary School Safety

—In preparation for a National Conference on Safety Education in Elementary Schools, the Commission sponsored in August, 1951, a three-day workshop. The National Conference planned by the workshop group will be held at Indiana University, August 18-22, 1952, and is designed to help elementary school educators increase the safety of children at all times and in all situations.

Conference on School Transportation

—At the request of the National Council of Chief State School Officers, the Commission held an Interim National Conference on School Transportation in November 1951. About 70 educators, manufacturers and consultants participated in this conference.

Fire Safety—In November 1951, a joint committee selected by the Commission and the NEA National Association of Deans of Women, met to consider a project on fire safety for college and university residence buildings. The group outlined topics to be included in a bulletin for college personnel officials. Material which emphasizes what students themselves can do toward making the environment fire-safe has been prepared in tentative form and is now being used experimentally in about 50 institutions. Later, the material will be published for nationwide use. Other fire-safety activities included completion of a series of publications for use from primary grades thru high school, and advisory services to the National Board of Fire Underwriters in the production of their new film for elementary schools, "Tony Learns About Fire."

Civil Defense—During 1951-52 the Commission continued its civil defense activities as an integral part of the over-all program of education for safe and effec-

tive living. Several documents on civil defense in schools have been produced in cooperation with the NEA Research Division and with various units of the Federal Civil Defense Administration. Also a committee of educators appointed by the Commission advised the FCDA on content and treatment for a ten-minute film on civil defense in schools, "Duck and Cover."

Current publications—Several other publications have been completed or are now in process. Among these are *Safety in Physical Education for the Classroom Teacher*; *Safety Education by Colleges and Universities*; *Who is Liable for Pupil Injuries?*; a handbook for school safety patrols; and a bulletin for home economics teachers on safe family living.

Services to schools, colleges, and individuals—Each year the Commission handles more than 6000 requests for special services by mail, phone, and personal conferences. Demands for new projects and activities of national scope continue to outstrip the Commission's present facilities.

Financial Support—The Commission's program is made possible largely by grants from the Automotive Safety Foundation and supplemental funds from the National Board of Fire Underwriters.

The Commission recommends that:

1. Safety education be integrated with general education at all levels.
2. National, state, and local meetings provide opportunities for teachers in all subject areas and at all levels to participate in program planning for incorporating safety instruction in the schools.
3. Schools be encouraged to involve students and lay citizens in community-wide safety projects.
4. The press, radio, and television be

widely used to report examples of effective programs of school-community safety activities.

5. Colleges and universities provide leadership preparation, research, and community services in safety.

National Commission on Teacher Education and Professional Standards

The members of the Commission are: Waurine Walker, Austin, Tex., *chairman*; John L. Bracken, Clayton, Mo., *vicechairman*; H. B. Allman, Bloomington, Ind.; Mrs. Lucille Armstrong, Charleston, W. Va.; Lionel De Silva, Los Angeles, Calif.; Finis E. Engleman, Hartford, Conn.; C. Marguerite Morse, Clearwater, Fla.; Ruth A. Stout, Topeka, Kans.; Philip Wardner, Garden City, N. Y.; T. M. Stinnett, *executive secretary*; Ray C. Maul, *director of publications and studies*; Natalie Gould, *assistant secretary*.

As has been the case with many significant professional advances, the need for and the creation of the National Commission on Teacher Education and Professional Standards grew out of conditions resulting from war. During World War II, because of the demands of defense efforts, standards for teaching were abandoned almost everywhere in attempts to man the classrooms of the nation. Conditions during the war years deteriorated to such an extent as to threaten the destruction of teaching as a profession. Seeking to stem the deteriorating situation and to reverse the trend, the NEA Representative Assembly created the Commission to carry on for the profession a continuing program to guard and improve standards for the profession.

Prior to 1946, the teaching profession of the United States had not established a body charged with this responsibility. Since its establishment in 1946, the Commission has been in the forefront of a nationwide movement to bring about im-

provement in professional standards, looking toward the achievement of true professional status for teaching.

In the six-year period, progress in many areas has been phenomenal. In 1946 only 15 states were requiring a minimum of four years of college preparation for teaching in the elementary schools. In 1952, a total of 33 states have this standard in operation or have set official deadlines for it to become operative. A total of 27 states have upgraded minimum certification requirements for elementary teachers since 1946. Currently, at least six additional states have new certification proposals ready for adoption by their respective state boards of education. Four states and the District of Columbia now require five years of preparation for high-school teachers, and four additional states, under new regulations yet to be adopted will make mandatory this requirement after a specified number of years of teaching. Forty-two states now vest broad powers in the state education agency to prescribe and administer certification requirements. At least 39 states are now involved in one or more reciprocity compacts.

Teacher preparation has improved remarkably since 1946. In the former year, slightly more than 50 percent of all employed teachers were college graduates; in 1951-52, it was estimated that 70 percent had completed the baccalaureate or higher degrees. The number of teachers prepared annually has trebled since 1946. All along the line of professional standards, including welfare provisions for

teachers, the advance has been remarkable. This progress has been stimulated thru the cooperative endeavors of all areas of the teaching profession. The Commission's program has been based entirely upon the cooperative approach, thru regional and national conferences, studies, publications, and the activities of the 45 parallel state commissions. The Commission's program has permeated to the grass roots in every state.

During the year 1951-52, the Commission sponsored and carried on the following activities: (a) Palo Alto Conference on "Teaching: A First Line in Defense"; (b) eight regional conferences, involving more than 1000 participants from all states and the District of Columbia; (c) three meetings of the Commission and several meetings of subcommittees; (d) completion of a study of accreditation of institutions for teacher preparation; (e) Fifth Annual Study of Teacher Supply and Demand; (f) the issuance of a try-out volume, *The Teacher and Professional Organizations*, which will be published as a joint project of the Commission and the National Association of Secretaries of State Teachers Associations, for use in teacher-education institutions; (g) strengthening *The Journal of Teacher Education* and expanding the subscription list; (h) conducting two pilot state commission conferences; (i) assisting in several state and district conferences on professional standards; (j) revising professional salary policy statement, calling for minimum beginning salaries of \$3200 to \$3600 for the baccalaureate degree teacher and for upper-bracket salaries reaching \$8000 and above (this schedule was approved by the NEA Board of Directors in September 1951); (k) development, in cooperation with four major groups, of a proposal to establish a National Council for Accreditation

of Teacher Education, which proposal has now been approved by the other four groups and is to be considered by the 1952 NEA Representative Assembly; (l) wide distribution of materials emphasizing the continuing and critical nature of the elementary-teacher shortage; (m) stimulation of professional support for resisting the issuance of emergency credentials; (n) distribution of 20,000 reprints of the 1951 report of teacher supply and demand; (o) publication and distribution of the following during the year: (1) *Teaching: A First Line of Defense* (Palo Alto Conference Report), (2) *A Manual on Certification Requirements for School Personnel in the United States* (in cooperation with U. S. Office of Education), (3) *The Teacher and Professional Organizations*, (4) four issues of *The Journal of Teacher Education*, (5) *A Primer on Accreditation*, (6) *The National Commission on Teacher Education and Professional Standards*, (7) *A Plan to Establish a National Council for Accreditation of Teacher Education*, (8) *Teacher Supply and Demand in the United States—Report of the 1952 National Teacher Supply and Demand Study*, (9) two issues of *Newsletter on Teacher Education and Professional Standards*.

A major activity of the Commission during 1951-52 has been participation in the efforts to bring about the establishment of a national accrediting procedure for teacher education. The basic source of higher standards for the profession is some means of guaranteeing the quality of programs of preparation for members of the profession. This movement, resulting in a proposed National Council for Accreditation of Teacher Education, is now on the verge of consummation, awaiting only the ratification of the proposal by the NEA Representative As-

sembly. All other constituent groups have given their approval to the proposal. The consummation of this effort would provide the teaching profession, for the first time, with a national professional accrediting procedure for the teaching profession with united professional support.

The extent of the progress which has been achieved since 1946, for the improvement of standards for the profession, could easily lead to a sense of false security. The present national and world situation, creating tremendous demands upon the nation's resources in terms of manpower, materials, and money, are again threatening serious inroads upon professional standards, such as transpired during World War II. The profession must gird itself to resist this trend, to assist the state legal authorities in providing an adequate supply of qualified teachers to man the schoolrooms. As never before, the profession must be alert to resist adverse factors and to continue the drive for the elevation of standards for the profession. Immediate problems of a pressing nature facing the profession are: (a) how to get an adequate number of capable recruits for teacher education, (b) how to provide classrooms for the expected increase in elementary-school enrolment of over 1,000,000 a year from 1952 to 1957, (c) how to prevent a return to the policy of licensing substandard teachers to meet the unprecedented need for new teachers, (d) how to bring teacher salaries in line with inflationary

conditions and prevent the migration of thousands of qualified teachers to more lucrative positions.

The Commission recommends that:

1. State education associations give immediate attention to strengthening the work procedures of parallel state commissions and to the establishment of local commissions on teacher education and professional standards within each state.

2. The NEA and state and local education associations take a firm stand against the practice of resorting to the licensing of substandard teachers as a means of meeting the teacher shortage.

3. The profession endorse and press for the legal adoption of the principle that a minimum of four years of acceptable professional preparation should be required for teachers at all levels, as a prerequisite to initial certification, and that the fifth year of professional preparation, combined with successful teaching experience, be affirmed as necessary for the full professional preparation of teachers.

4. State and local associations endorse and press for the realization of the \$3200 to \$8000 salary policy standard of the Commission.

5. All segments of the profession assume responsibility for a program to attract a sufficient number of capable young people to teacher education to assure a continuing and adequate flow of qualified teachers for schools.

National Council on Teacher Retirement

The members of the Executive Committee, elected by the Council, for 1952, are: Richard E. Hyde, Charleston, W. Va., *chairman*; R. W. Harper, Helena, Mont., *vicechairman*; John A. Wood, III, Trenton, N. J., *secretary-treasurer*;

Aubrey J. Holmes, Springfield, Ill.; Larry D. Shuter, Columbus, Ohio; and Nathan H. Yelton, Raleigh, N. C. Appointed by the NEA President to serve on the Executive Committee are: Frank C. Heinisch, Omaha, Neb.; Milson C.

Raver, Baltimore, Md.; and Clair E. Wood, Waterville, Maine; Frank W. Hubbard, NEA contact.

The National Council on Teacher Retirement is the NEA agency devoted to the promotion of teacher retirement. It is an organization of executive officers and board members of state and local teacher-retirement systems, with three Executive Committee members appointed by the NEA President. Active membership in the Council was held in 1951 by 50 state and territorial systems, and by 44 local systems, a total membership of 94 systems.

The main purpose of the Council is to assist in the promotion, safeguarding, and strengthening of teacher-retirement systems. This purpose is in agreement with the general policy of the NEA which realizes the cardinal importance of teacher-retirement systems in the improvement of teaching service to school children. Studies on teacher-retirement problems are prepared by the Council, with the aid of the NEA Research Division, and disseminated to retirement systems, teachers associations, and to interested organizations and individuals.

The Executive Committee of the Council met in the NEA building at Washington D. C., September 6-7, 1951, to prepare a program for the St. Louis meeting of the Council. The Executive Committee and the Legislative Committee met in the NEA building at Washington, D. C., January 18-19, 1952, and at the Hotel Lennox in St. Louis, February 24, to discuss the social security law and teacher-retirement systems. The annual meeting of the Council was held at St. Louis, Mo., February 25-26, 1952.

To assist in strengthening and safeguarding teacher-retirement systems, the

Council has made consultant service available upon request to the NEA Research Division and to the chairman of the Legislative Committee of the Council. The consultants are experienced secretaries who are thoroly familiar with teacher-retirement problems.

The Council recommends that:

1. The Association and the Council continue an aggressive program of assisting local and state education associations to remove the weaknesses, increase the benefits, and otherwise strengthen the existing teacher retirement systems.

2. Special efforts be made to clarify the vested right of teachers in their retirement systems thru appropriate legislation to establish a contractual relationship which will safeguard expected rights and benefits.

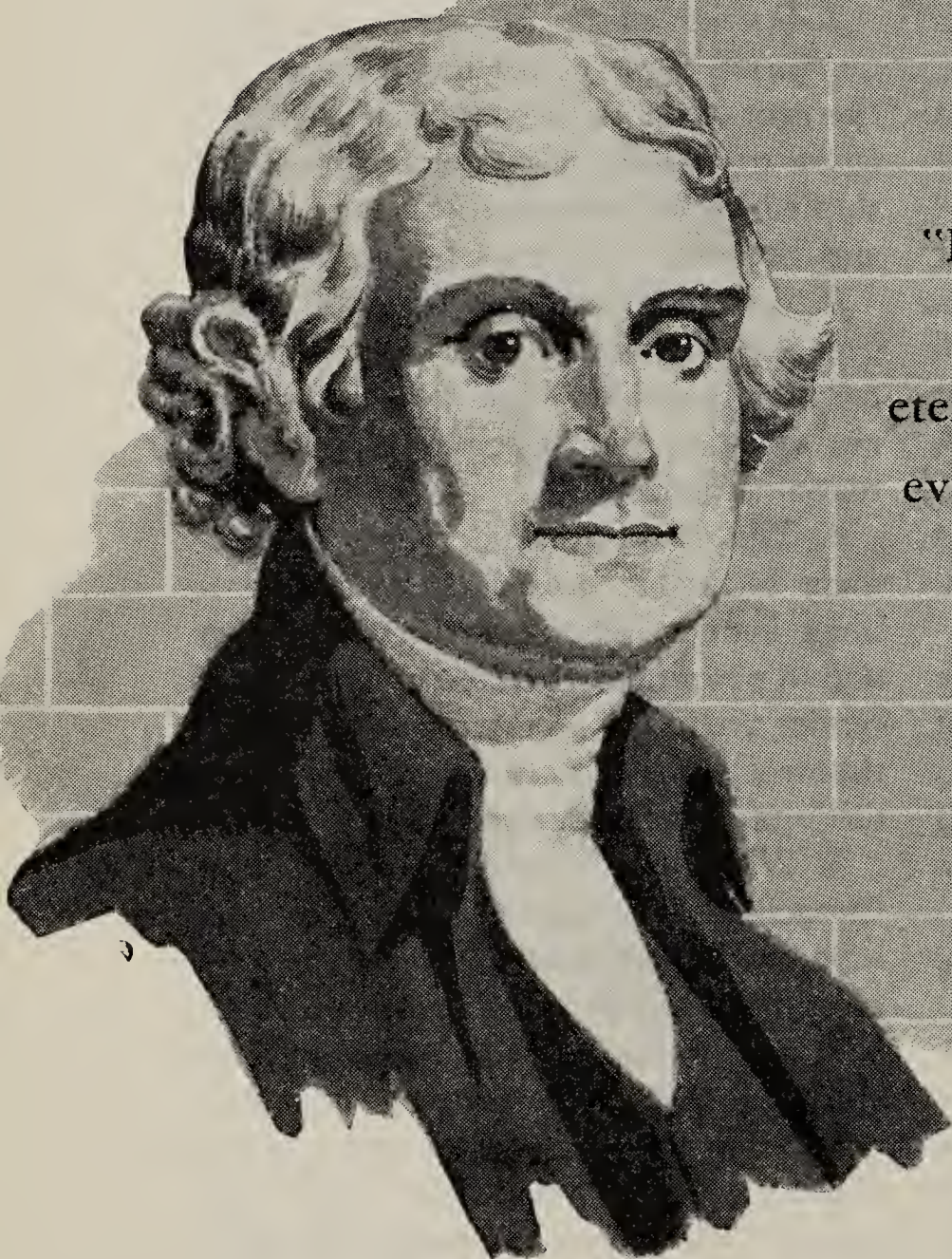
3. Effort be made to liberalize the benefits now made available to retired teachers, provided care is exercised in not violating the principles of good actuarial practice.

4. The Association urge each retirement system to provide deferred retirement benefits after five years of service and to permit the purchase of out-of-state service credits so as to safeguard the retirement benefits of teachers who serve the profession in several states.

5. While the Association and the Council reaffirm their faith in local and state teacher-retirement systems as best meeting the needs of the profession, steps be taken to amend the social security law so as to provide greater safeguards to existing systems and to make social security coverage available to public employees who, after a proper referendum, indicate their desire to have such coverage.

The Public School

**ANNUAL REPORT OF THE PROFESSION
TO THE PUBLIC** by the Executive Secretary
of the National Education Association of the
United States



"I have sworn upon
the altar of God
eternal hostility against
every form of tyranny
over the mind of
man."

Th. Jefferson

On this and the following pages is reproduced the 1951 annual report of the executive secretary to the public. More than 42,000 copies of this 16-page brochure were published in August 1952, and were distributed to newspaper editors and columnists, magazine writers, radio commentators, and others interested in interpreting current affairs to the public.

To the Public:

The public school is the people's school. It is responsible only to the people's will. More than any other American institution the public school has been shaped directly by the tireless efforts of citizens.

The public school is in no sense authoritarian. It was handed down by no one. Neither its format nor its character were prescribed by those who built the framework of our Republic. Although our pioneer statesmen felt deeply that the success of free government depended upon universal education, it is not mentioned in the Declaration of Independence, the Articles of Confederation or the United States Constitution. Many of the freedoms mentioned and made secure in these great documents are part of our Anglo-Saxon heritage centuries in the making. Free and universal education is a unique contribution of our American people to the progress of mankind.

For three centuries the tax-supported school has developed from small beginnings in Massachusetts Colony. It has been established as the result of struggle that was often bitter and of experiment that frequently failed. Now this distinctively American institution daily touches more lives than any other. Provisions for it may be found in the constitutions and statutes of every state. It was placed in these documents by the people themselves.

The public school has contributed much to the preservation of our liberties. Through the public school, more than through any other institution, the people may determine the future. It is important that they appreciate fully its status and function.

In the following pages are set forth facts about the public school, and the significance attached to it by those who founded our form of government. Attention is called to the character and the principal purposes with which our early leaders and the statesmen who followed them have charged this educational institution. This significance, these purposes should be reappraised at this time when attempts are being made to weaken American ideology from within, and to destroy our freedoms from without.

WILLARD E. GIVENS, *Executive Secretary*

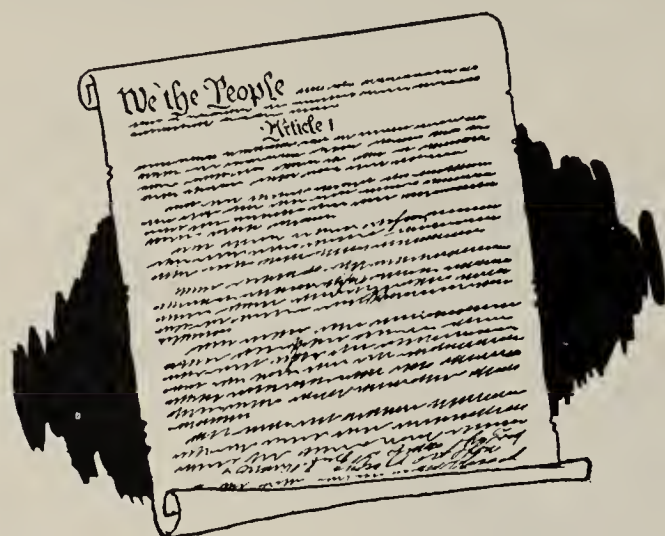
National Education Association of the United States

1201 Sixteenth Street, Northwest

Washington 6, D. C.

1951 - 52

THE PUBLIC SCHOOL BEGINS . . .



THE free public school is an integral part of the structure of popular government. It is as essential to the preservation of the American way of life as the organic documents in which the framework of the Republic is outlined and by which the freedoms of the people are guaranteed.

The vital importance of an enlightened citizenry to the success of the American form of government was well recognized by its founders. Few matters gave them more concern.

This concern was expressed long before the Declaration of Independence and the adoption of a national Constitution. First action to provide public education in America was taken in Colonial days. The Massachusetts Law of 1642 was the first example in history of a lawmaking body issuing a mandate that all children be taught to read. Five years later the legislature of the same Colony passed a measure requiring:

1. That every town having 50 householders should at once appoint a teacher of reading and writing, and provide for his wages in such manner as the town might determine; and
2. That every town having 100 householders must provide a [Latin] grammar school to fit youths for the university, under a penalty of £5 for failure to do so.

These laws are sometimes referred to as "foundation stones upon which our American public school systems have later been constructed."

A historian of the Massachusetts public school system makes a significant comment upon the intent of this unique law: "The child is to be educated, not to advance his personal interests, but

because the state will suffer if he is not educated."

Much later, the leaders of the American Revolution and the pioneer statesmen to whose vision and courage we owe the United States of America were still placing emphasis upon schools as the surest means of its survival.

In his first message to Congress, General Washington declared:

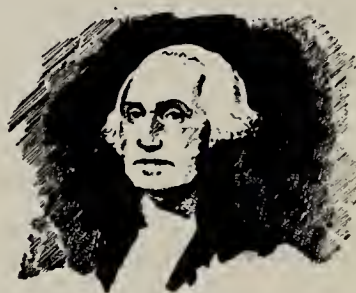
There is nothing which can better deserve your patronage than the promotion of science and literature. Knowledge is in every country the surest basis of public happiness.

In his farewell address to the American people, in 1796, Washington said:

Promote then, as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened.

Thus, in his first and last formal pronouncements to citizens of the new nation the Father of His Country reminded them that education was essential to the permanence of the government they had created. He himself established and contributed to the financial support of a school in his home town. The building, erected in 1785, still stands. Many great leaders of the State of Virginia received their early education in this little three-room, three-story building, still in use in Alexandria by the school system of which it became a part. General Washington presented

as an endowment to what is now Washington and Lee University the funds a grateful Congress had voted him for services as leader of the Army of the American Revolution. He was a strong advocate of a national



university in the Capital City.

Education never had a more ardent advocate than Thomas Jefferson, whose epitaph, written by himself, describes him as *The Author of the Dec-*

laration of Independence, of the Statute of Virginia for Religious Freedom and Father of the University of Virginia. "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be," warned the sage of Monticello.

In 1779 Jefferson introduced a bill in the General Assembly of Virginia providing for a state system of schools remarkably like our state school systems of today. He was the first Rector of the University of Virginia. He was an earnest reader of pedagogical treatises and made an extensive study of European universities—novel pursuits for a statesman of that time. He attributed importance to education as a means of achieving a full life for the individual as well as a means toward the preservation of the state.

James Madison, fourth president of the United States, wrote:

A popular government without information or the means of acquiring it is but a prologue to a farce or a tragedy or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.

The founders of our free government, in their concern that it might endure, understandably emphasized education as a means of maintaining it. They, like the early supporters of the public school in Massachusetts, knew that if the child is not educated "the state will suffer."

However, they were far from ignoring the value of education to the individual himself. A fundamental principle of the Anglo-Saxon political inheritance was the equality of every person before the law. This long-established tradition of the English people was deeply rooted in the concept of the individual's worth and dignity as a human being. The inviolability of the rights of the poorest subject was demanded by the barons at Runnymede. It was reaffirmed in the English Petition of Right. Certain rights were declared unalienable in the Declaration of Independence. The first ten amendments of the U. S. Constitution guarantee to the individual some important freedoms which have come to be called the American Bill of Rights.

The unique contribution of America to the political ideal of equality before the law was the ex-

tension of equal opportunity to the individual to make the most of his talents through education. This contribution was presaged in George Washington's reference to knowledge as the "surest basis of happiness"; in Thomas Jefferson's statement that among the aims of public instruction are "public prosperity and individual happiness."

In the first decade of the present century Governor Brantley Aycock, of North Carolina, in support of equality of educational opportunity, said:

Equal! that is the word! On that word I plant myself and my party—the equal right of every child born on earth to have the opportunity to burgeon out all there is within him.

These words are cast in bronze on the pedestal supporting the statue of the Governor in the U. S. Capitol.

Presidents, legislators, jurists, governors, clergymen, teachers; leaders of industry, commerce, labor and agriculture have through the three centuries in which a freedom-loving people have resided on this continent recognized public education as a foundation stone of the democratic society they were building. One by one the state constitutions have provided for school systems; state legislatures have created them and institutions to prepare teachers to staff them; citizens have voted public revenues for their support. So the public school in America has come to be a bulwark of the state, an opportunity for each individual to live the fullest possible life in a society recognizing no discrimination among its members.



THE PUBLIC SCHOOL IS A LOCAL INSTITUTION . . .

THE school in America began as an extension of the home. It was the purpose of its founders to keep home and school close together. That purpose has always been fully recognized.

Thomas Jefferson proposed a system of education for Virginia. Its most distinctive feature were the local units of which it was composed. He called them "wards." They were comparable to the modern school district. Jefferson modeled them after the "towns" of New England.

The public school systems of today are answerable to the citizens of the communities in which they are located. They are closely associated with other phases of local self-government.

In many countries of the world, schools are administered from the national capital or from some regional center outside the local community. The people have little to say directly about school affairs. In the United States, however, the citizens in each of the thousands of communities control the schools. Through their school boards, they are responsible for the kind of education which our thirty million school children receive.

The simple democratic pattern of the American district school system is its essential characteristic. In accordance with early laws, any neighborhood wishing to establish a school could do so by levying upon itself a tax which would enable it to pay the cost of the school. The administration of these early schools rested in the whole community. Neighbors assembled at stated times to make decisions regarding the conduct of the school. All the people had a voice. As the school districts grew larger, committees were appointed to carry out tasks under the direction of the people in the neighborhood. Such committees looked after the building of a schoolhouse or the selection of a teacher. These committees eventually became the school boards. Close to the life of each community, these boards are the keystone of the educational system.

While locally administered, education is considered a state function because provisions for it are made in state constitutions. This is the result of a clause in the United States Constitution which says that powers which the Constitution does not delegate to the federal government nor prohibit



to the states are state powers. One by one the states assumed the responsibility left to them by the federal Constitution.

The Constitution of the state of New York says the "legislature shall provide for the maintenance and support of a system of free common schools, wherein all the children of this state may be educated." The Constitution of California, in directing the legislature to provide legislation for a system of common schools, states its reason for doing so in a line reminding us of statements made by the nation's founders. It says that a general diffusion of knowledge and intelligence is essential to the preservation of the rights and liberties of the people.

The inequality of wealth in the many districts of a state led to disparity from community to community in the quality of education offered. In order to eliminate such inequalities, the states have passed laws which grant state aid to communities unable to meet minimum standards.

The states are constantly at work improving educational opportunity, reviewing and modifying their school systems through general legislation. In this process, however, the basic responsibilities rest with the local communities and their school boards. All of the states grant broad powers to these boards within limits of adopted statewide standards affecting the educational program, the administration and support of the schools. The public school is close to the home and is a center of community life.

THE PUBLIC SCHOOL AND THE HOME . . .



THE home was the first school. Parents were the first teachers. In early America, every good home undertook the task of preparing the children it sheltered for the kind of life they were to lead. Girls would cook and sew. The home helped them to develop those skills. Agriculture would be the vocation of many boys. In the fields they learned to till the soil and harvest the crops. Industry, thrift, dependability, were ideals taught by precept, example and practice.

Learning to work successfully with others was almost inescapable in the large families of our great-grandfathers. There was no question about the moral and spiritual values. They were part of the pattern of everyday living.

These and many other important educational activities were carried on in the best homes. The first schools naturally placed emphasis upon what the home was not doing; what most homes could not very well do. They taught the Three R's. They were expected to give the oncoming generation an understanding of the freedoms they had inherited; to prepare them for the duties of citizenship in a government responsible to the will of the people. The school studies were few in number, simple in character.

Time has greatly changed both the home and the public school as educational institutions. Parents are still teachers. They love their children. They are solicitous for their welfare. They want them to have a good life. But life is far more complicated now. The large-family home and its

domestic economy in which youth were prepared for an identical domestic economy are far behind us in the stream of history.

Modern life takes the members of the home to the office and shop and factory as well as the field to earn a living in skills that are highly specialized. Even a large percentage of mothers are employed. The public school has taken over in some measure many of the educational activities of the home.

However, parents have not abdicated their responsibility. No school operates effectively very long without a high level of community understanding, interest and participation, which involves not only parents but other citizens. The public school is continually adjusted to the needs of the community as a whole. Its program supplements and reinforces the educational opportunities which the home and the community afford. The public school is not a detached institution. It is a vital center of community life. It is no better, no worse, than the people make it.

Citizens must recognize changing educational needs. Literacy—primary objective of the Colonial American school—is still important. But there are new “fundamentals.” The present generation faces new problems, solutions of which are vital to personal happiness and essential to the survival of free government. There are new occupations, new social adjustments, a wider scale of cooperation in today's fast-moving, shrinking, complex, and even dangerous world.

The constituted legal medium through which is expressed the aspiration of parents for their children, and the desire of all citizens for the welfare of the community is the board of education. Every citizen has an obligation to help find and place in office board members who are keenly interested in schools, who believe in high educational standards, who will devote time and energy without pay, and who are not planning to use a position on the board of education as a stepping stone toward the achievement of personal political ambitions.

The close relationship of the public school to home and community is a protection against its use to promote the interests of a powerful party or the propaganda of a dictator. The public school is fundamental to the American way of life.

THE PUBLIC SCHOOL IS FREE . . .

ALL men are created equal. . . . These five words in the Declaration of Independence state the core of American political philosophy. Justice before the law. Freedom from discrimination. Equality of opportunity. The greatest contribution toward the achievement of that ideal is the free public school.

With few exceptions, in the Old World the privileges of education were available only to an elite class. From this class came the leaders. Among them were those who looked with contempt upon the "common people." To maintain this class society, those who enjoyed superior position often resorted to injustice and oppression. The American Revolution was a protest against these discriminations and the abuses by which they were perpetuated. All men are created equal . . .

It was the firm purpose of those who laid the foundations of our government to prevent the development of a society which regarded one man as better than another. They realized that the advantages of education must be available to all. To be universal, education must be free. Our forefathers set about making it so. John Adams said, "the whole people must take upon themselves the education of the whole people and be willing to bear the expense of it."

There was at first much opposition to free public education. Most of it came from those who held that education should be available only to those children whose parents or friends were able to pay for it. As late as 1839, a member of the legislature in Rhode Island, speaking against a bill providing for a state system of free public schools, said, "It is just as unreasonable to expect one man to give his oxen to plow another man's corn as it is to expect one man to give his money to educate another man's children."

However, the ideal of tax-supported schools open to all was too well established to be destroyed by those who would restrict educational opportunity to those who were privileged economically or socially. Public support for public schools began in a modest way in Massachusetts Colony two centuries before the Rhode Island legislator voiced his dissent. In determined attempts to make universal education a reality, the colonies and states

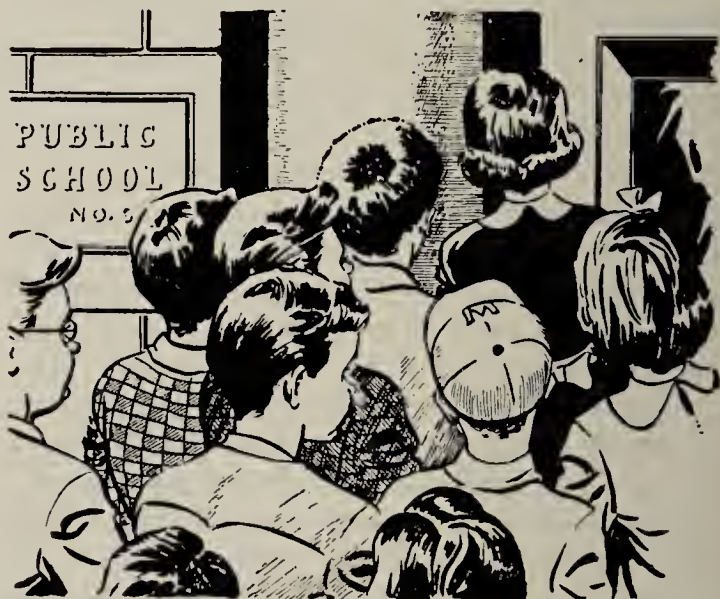
engaged in many experiments to support public schools. There were land endowments, gifts, license fees, tuition—called in those early days, "rate bills." It became clear that some systematic and dependable means of support must be found.

In every state, in every decade, school support was a matter of public discussion and action. There were still some who, like the Rhode Island legislator, felt that education should be available only to those who could pay for it. Others grudgingly granted that the state should support schools, but only for the very poor. Such schools in operation were referred to as "charity schools" or "pauper schools."

Finally, public school societies were organized to promote free education for all children. The public elementary school became the "people's school." By 1850 the pattern of the "grade school" was established in most of the states.

In 1874 the Supreme Court of Michigan held that local districts wishing to extend their schools beyond the elementary grades might do so. The effect of this famous decision was great. The high school has become an accepted part of our free public school systems. Through federal land grants and state taxation state universities and colleges have become the capstone of a system of free education.

Free public education is a result of three centuries of experimentation. It began as a fundamental ideal of a new free world. It is here to stay.



THE PUBLIC SCHOOL AND UNITY . . .



THE public schools are the unifying force in America. They make our people one. No other institution touches the life of every citizen. All Americans do not belong to the same church. They are not all members of one political party. They are not all engaged in like occupations. Their ancestors came from many countries of the world. They represent all the races of mankind. Every language in which men speak may be heard on the streets and in the shops of America. There are no age-old traditions or century-seasoned folkways which bind us to common purposes.

There are more divisive than integrating factors in American life. This has been true from the earliest beginnings. Our forefathers came to this continent to give expression to their differences. The freedoms they sought here were basic to the survival of those differences. Our nation has always treasured differences as great sources of strength. No other nation guards more zealously the freedom of individuals and groups to "go their own way." This freedom is recognized around the world as an American trait. It has enabled us to avoid the stultifying influence of the mass mind and cult thinking. It is essential to initiative and free enterprise. The infinite variety of ideals, talents, tastes and independent activities has contributed to a rich culture.

Yet the continuous existence of any society depends upon a powerful cohesive influence at the

very heart of its structure, else its differences lead to disintegration. The public school is the agent of this unifying influence.

The public school is everywhere—in city, town and hamlet; on the open prairie; perched on canyon sides. Its doors are open to all.

In the public school, children learn devotion to the flag, respect for law, admiration for our great national heroes, and a knowledge of the nation's struggles for independence and freedom. In the public school, children learn the machinery of government in community, state, and nation. They learn their rights and duties as citizens.

Mutual understanding and appreciation are cultivated as students work together. The comradeship of school days gives effect to cooperation in community, state and nation throughout life. The extension of this tolerant spirit toward the peoples beyond our borders, however much they may differ from us, is the great hope of world peace.

The public school is the instrument of a society of free men. It brings together all the children of a community, regardless of the economic or social status of their families, and without discrimination because of their cultural background. It provides opportunity for every child to develop his own talents to the utmost and to find his future career in a field best suited to his interests and capacity, whatever may have been the vocation of his father or other members of his family.

The comprehensive character of the public school is the comprehensive character of democracy itself. All types of youth mingle with all others on a basis of equality, as adult citizens rich or poor, famous or obscure, brilliant or poorly endowed, must work together throughout life. In the public school meet for some years of association those who will follow every calling of man. However much their future interests may differ, however infrequently their individual paths in the future may cross, the fact that they attended school as fellow students for a dozen years will make a difference in their attitudes toward and their treatment of each other. The public school maintains unity in rich diversity. To it may appropriately be applied the motto of the United States, "Out of many, one."

THE PUBLIC SCHOOL AND DIVERSITY . . .

A SALUTARY quality of public education is its diversity. There is infinite variety in school subjects, school administration, school buildings, and character of school population.

The public schools are schools for all. It is the responsibility of these institutions to provide an educational program for the mentally gifted, and to care equally well for students whose intellectual possibilities are limited. The range of school subjects in the upper grades and high school is expanding generously to meet the interests and serve the needs of children and youth whose after-school careers will take them into greatly diverse occupations in widely separated places. A school program restricted to the Three R's or a small core of "fundamental" studies is hopelessly inadequate.

The administration of the public schools varies from community to community as the social conditions and the prevailing concept of political organization demand. The school system is dependent or independent of municipal control in metropolitan areas; the school board in a farm community may have a responsibility for a one-room school or for a large consolidated district.

The school plant is an architectural expression of the educational program. This varies in accordance with the educational philosophy accepted by the community. The school plant may include foundries and shops for vocational education; stadiums, diamonds, gridirons and courts for a variety of sports and recreation; kitchens and living suites for home economics; art rooms, laboratories and printing establishments; radio and television studios; gardens; greenhouses; rifle ranges; and swimming pools.

The conditions and the practices of democracy prevail in the public classrooms where youth prepare to take their places in a democratic society. The comprehensive character of the enrolment places an obligation upon students to recognize the rights of others, and upon teachers to treat differences of opinion with impartiality. Students enjoy wide latitude in forming their own beliefs, and develop understanding and respect for those whose beliefs are at variance with their own. In the public school there is freedom to learn, freedom to think, and freedom to act—all of which

are recognized as basic American freedoms.

The diversity which characterizes the public school makes possible the experimentation upon which all educational improvement is based. Publicly-supported colleges and schools of education which maintain research laboratories and survey staffs are continually at work to select from various methods in use those which prove best, and to prepare teachers to use them effectively in the public schools.

The wide variety in provisions for public education is due largely to its local control. Those who planned American education provided for no dictation from above. The schools were to be responsive to the will of the people. This intent of the public school founders has guided the development of the public schools since their beginnings. They have been shaped to the needs of the homes and the communities they serve. They are as widely different as those homes and those communities.

By no means all of the wide differences in the facilities or practices of public education add equally to the cultural enrichment of the society served. Administration, instructional methods, school buildings, vary from poor to excellent upon any measure of effectiveness. Some conditions exist because of shortsightedness, others because of lack of financial ability; but all of them represent the efforts of a people at work in their own way to preserve self-government and to bring to themselves and their posterity a measure of happiness which is the boon of education. The public school serves the needs of the community.



THE PUBLIC SCHOOL AND AMERICAN ENTERPRISE . . .



AMERICAN enterprise and ingenuity are known around the world. They are envied by some, misinterpreted by others, respected by all. At work in a free nation they have produced the wealthiest and most powerful nation in the history of mankind.

The marvelous achievements of this nation are sometimes largely attributed to an abundance of natural resources, in the appropriation of which to man's use there is a place for every variety of skill.

It is true that our forefathers were fortunate. They found richly endowed by nature the new continent they had chosen to occupy. Waiting to spring from its soil was the most abundant food supply the world had ever seen. Its mineral, oil, and timber resources were almost unbounded. Its waterways offered the possibilities of unlimited power. Its climate was that of the temperate zone where, historically, mankind has achieved most.

Material success in America, however, has been by no means due solely to a great natural treasure house and a favored clime. Nature has generously bestowed its gifts upon many peoples whose history is recounted on few pages. American wealth and power are due not only to what our forefathers *found* here but also to what they *brought* here. They had one thing in common. It was not a material thing. They came with an indomitable spirit of determination to build new homes in a wilderness, to find in a new world the freedoms they were denied in the old. They realized that

success in doing so would call forth the final measure of ingenuity, enterprise and industry with which they were endowed. They put those qualities to work. Without them, the story of America's material progress would be a much less brilliant chapter.

The selective effect of migrations is well recognized. Only those who possess the qualities of imagination and self-confidence will leave an old society for the insecurities of a new one. Those who lack these qualities stay behind. Unless these qualities continue to motivate each oncoming generation, a new society becomes like the old. These are personal traits. They no longer come to America through the selective process of migrations which once brought adventurous and independent souls to a "land of opportunity." They are not part of our biological inheritance. These traits must be consciously cultivated. One of the purposes of the modern public school is to keep them vigorously alive. The public school does not regard the Three R's as the whole of education. It places great emphasis upon those robust qualities of initiative, self-dependence, and imagination which have meant so much to the material success of the American people. The public school has a broad educational program. The student is given a large amount of freedom in selecting his studies. The child, not the subject matter, is of paramount concern in the modern public school.

Students are not regimented. Self-control of behavior is favored over the imposition of discipline from above. The interest of the individual student is recognized as the basis of enterprising activity, and of the industrious habits which it is the purpose of the public school to build.

The public school upholds for its students those freedoms which brought their ancestors to this continent. The school that subjects its students to the yoke, produces citizens who are willing to wear it. It is the purpose of the public school to provide for its students during their school life the challenges and opportunities which have stimulated their forebears to renowned achievement. It seeks to keep alive and alert those vigorous personal qualities which have made our nation great.

THE PUBLIC SCHOOL AND AMERICAN PROSPERITY . . .

THE public school not only seeks to preserve the spirit that underlies American achievement; it develops those talents which make that spirit effective.

The unexampled prosperity of the American people owes much to a general high level of education. Education refines human wants and provides the skills necessary to satisfy them. Efficiency, organization, effective use of natural resources, the accumulation of tremendous capital assets, the unprecedented development of almost unlimited power from many sources are due to the sharpened vision and technical skills that come from education.

Human talent available to industry is the most effective factor in production. The discovery and development of this talent from all economic and social levels, from every area of the nation is a practical contribution of the public school. No other people have ever so highly rated the possibilities of all its children and youth. No other people have established a comparable system of free public schools to conserve and develop those possibilities. Ideals and habits of honesty, thrift, accuracy, and dependability acquired during school years, help to create a wholesome pattern of economic life. These are basic qualities.

Good physical coordination, dexterity, manual skills, strength, and endurance are qualities the school helps to create. Just as essential for prosperity as effective physical development is the mental and emotional training which children and youth gain in the critical school years between six and eighteen years of age. The stresses and strains of living and working with all kinds of people become an intimate part of their experience. The ability to adjust, to weigh problems, and to think of solutions in terms of their effect upon themselves and upon other people, is an important result of association with others during the formative years of school life.

Continuing prosperity would be impossible without the contribution made by the men of genius who probe the outer edge of man's knowledge. Only education that is universal can discover all those who are mentally gifted, and start them on their way to superior achievement.

Prosperity is related to consumption as well as to production. The best use of raw materials can be made only when the more precious and limited supplies of critical materials are saved for the most important purposes. The public school teaches the individual to avoid wasteful personal expenditure and to conserve the natural resources that contribute to national wealth. The wants of backward peoples are simply satisfied. They are modest consumers of the fruits of ingenuity and skill. Educated people want more and better things. The demand for them keeps the production lines rolling.

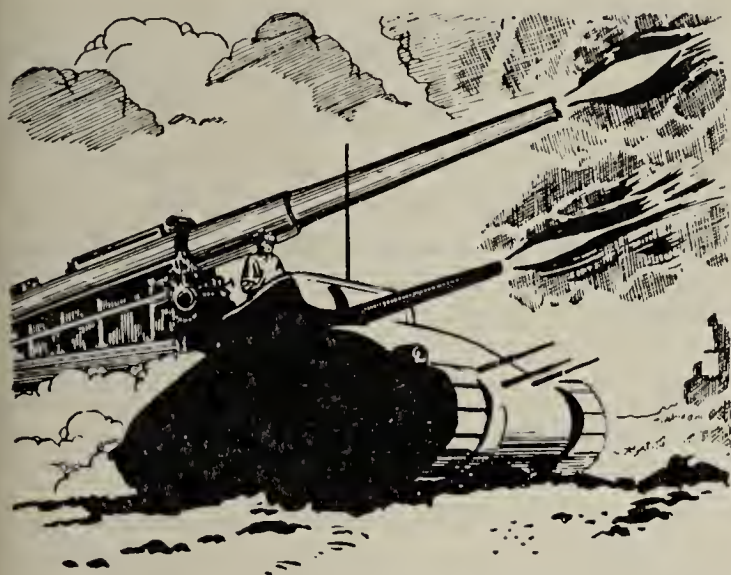
Uneducated and primitive peoples have relied on human energy for the production and transportation of their goods. As they gained knowledge and skill, they have learned to use power from animals, water, steam, coal, oil, electrical engines, and gasoline. New sources of energy such as the atom and the cosmic ray may be only a short distance in the future.

Without intelligence and discipline a people cannot understand the advantage of postponing present consumption nor of using wisely the resources they have at hand.

Every study yet made of the relationship of education to the material welfare of the people, shows that the more money people spend for public schools the more wealth the people have. There is a definite relationship between financial support of the public school and material prosperity.



THE PUBLIC SCHOOL AND AMERICAN STRENGTH . . .



No appraisal of the public school is complete without noting its contributions to national strength. Educated people make a nation strong. Ignorant people contribute little to its strength.

Members of the armed forces must have sound bodies. There is no test of human endurance comparable to that of warfare. Physical standards for fighting men must be equal to the tempo and intensity of combat with increasingly swifter and more powerful machines.

The health programs of the nation's public school systems have helped improve the mental and physical status of the average American. An analysis of the National Selective Service records shows that the lowest proportion of rejections and of restrictions to limited service in World War II came from areas where the public school health programs were best developed.

The American public school engenders faith in the American government. Service men must know that their comrades are inspired by the same loyalties. In laying the basis for universal interest and common purpose, there is no substitute for universal education.

The morale and personal dependability of the individual American soldier is pointed up by the oft-quoted command of General Patton as he launched the last great drive of his army toward the Allied objective: "Men, you are on your own. Use your heads and keep your tanks rolling. God bless you." Only a general whose men are imbued

with the spirit that responds "beyond the call of duty" could issue such an order. These men and the other victors of beachhead, jungle, mountain, sea and sky in World War II were—most of them—boys, only a few years out of school. Upon that school they reflected glory.

The military leaders of America have strongly praised the contribution of the public school to our national strength. One great general said:

To neglect our school system would be a crime against the future. Such neglect could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defense. . . . Where our schools are concerned, no external threat can excuse negligence; no menace can justify a halt to progress.

Modern warfare leans heavily upon science. It demands of its participants technical knowledge and skill. Military duties for which illiteracy and ignorance do not disqualify diminish in number as the instruments and weapons of war become more complex. The Selective Service System of World War II rejected otherwise qualified men who had not attained the fourth grade in school. The present Selective Service is building a reservoir of qualified manpower in the deferment of college students.

Not only the men under arms, but the civilians who devise and produce the weapons with which they fight, contribute to the nation's strength for defense in war. The knowledge and skills of classroom and laboratory were back of wartime mass production. It was not hastily improvised. It was the result of years of effort in a free system of education with open doors at every level for every child. Only a system of universal education makes possible a *total* defense in which every needed natural resource is employed and the services of every citizen mobilized.

From this system of free education came atomic energy, electronics, jet propulsion—new and more powerful weapons with which to wage a technological war. From it came also the leadership—scientific, professional, political, spiritual—that makes a nation strong in war, prosperous in peace or courageous in the twilight zone between.

THE PUBLIC SCHOOL AND AMERICAN FREEDOMS . . .

I HAVE sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."

This sentence circles the rotunda of the Jefferson Memorial in the nation's capital. It occupies the most prominent position among the many quotations from that statesman which appear on the walls of the Memorial. It is carved in the largest letters. This emphasis is appropriate. The exercise of arbitrary power over man's thoughts was held the most detested of all oppressions, and freedom to think the most precious of all rights by the man who wrote the Declaration of Independence.

Freedom to think was firmly fixed in the American Bill of Rights. It is basic to all other freedoms. Freedom of speech is vacuous unless there is something to say. Freedom of the press is an empty privilege unless there is something to write. Freedom of assembly is futile without intelligent discussion. American freedom of worship, freedom of enterprise, trial by jury—all the freedoms and rights guaranteed in our organic documents and secured by more than a century-and-a-half of tradition would be on a precarious footing indeed if a system of thought control were imposed upon those who must pass judgment upon whether these freedoms are jeopardized or abridged.

Nations do not enjoy for any great length of time one freedom, or a few freedoms, to the exclusion of others. The great human freedoms, inextricably tied to each other, stand or fall together. Fundamental to all of them is the freedom to learn which characterizes the public school. A threat to freedom to learn imperils all other freedoms.

Academic freedom is based firmly upon the belief that the American freedoms for which our forefathers fought furnish the only finally satisfying foundation for life and government. The public school has a responsibility for the maintenance of those freedoms. It can fulfill that responsibility only when it practices those freedoms itself. The public school is dedicated to the platform of no political party, to the doctrines of no religious sect, to the tenets of no economic philosophy advanced by a minority for its own benefit, to no single theory of social progress.

Public school teachers must have freedom to teach; its students freedom to learn. At the heart of the true educational process is intellectual integrity. It is not achieved by attempts to conceal the truth, however distasteful and unsatisfying truth may be. It is not achieved by giving undue emphasis to the unimportant or by glamorizing the new simply because of its novelty. Above all, intellectual integrity is not built upon bias or prejudice of the teacher, of the pupils, or of segments of the community working to secure acceptance of their own political, religious, or economic philosophies.

The implications of academic freedom are simple. Academic freedom means that students may have access to all the facts related to a significant issue that is under study. It is a safeguard against the advocacy in the classroom of any particularized viewpoint. It results in learning *how* to think, not *what* to think. It makes mandatory the classroom consideration at appropriate age levels, of all matters important enough to be in controversy among the American people. Its objective is to prepare citizens for intelligent decisions in public affairs.

These are uncertain times in America. Our ability to withstand the menace of communism may well depend upon the vigor with which we demonstrate the vitality of our belief in our freedoms, and the persistence with which we resist the encroachments of dictatorship upon our free public schools.



THE PUBLIC SCHOOL AND CHARACTER . . .

DEVELOPING good character is the most important task of the public school. It is no simple task. It involves every aspect of the child's nature and employs every study and activity. It is a task that is often handicapped by many obstacles. The last two decades have imposed a severe test upon human character. These, truly, are times that "try men's souls." The great human values have been upset by the frustrations of economic depression, the catastrophe of war, the uncertainties of peace. There is corruption in public office, apathy toward civic responsibility, moral insensibility in community life, cynicism in leadership.

The picture is not all dark. A sound core of American idealism survives. Parents prize character as an educational aim for their children. Inadequacies of school facilities are being overcome. Teachers are better prepared. More is known than ever before about the dynamics of human behavior.

The most encouraging possibilities for character education are found in the children and young people who attend school. Their characteristic idealism, their boundless hope and confidence in the future, their faith in ultimate victory for freedom and justice shine through the smog of hypocrisy and selfishness and the clouds of moral confusion that beset these troubled times.

Teachers' classroom observations and psychologists' clinical data are agreed that children learn good behavior chiefly by repeated experience with good behavior. Thus, character develops gradually as learners have opportunity to live by those values which our society deems desirable and to find personal satisfaction in so doing. The modern school program is so arranged that it seeks to provide pupils with rich and varied opportunities to express moral and spiritual values and to obtain satisfactions from them.

Character education takes place every hour of the school day. It takes place when five-year-olds learn to take turns with the new toy rather than to fight for it; in the opening exercises of the country school as the children are asked by their teacher to explain the meaning of ". . . with liberty and justice for all"; on the playground

when the "gang" tells the trouble-maker to play by the rules or get out;

. . . in the eighth-grade history class which makes posters to illustrate the immortal ideals of the American Declaration of Independence—"all men are created equal . . . endowed by their Creator with certain unalienable rights . . . life, liberty, and the pursuit of happiness";

. . . in the high school homeroom as the students decide what message to send to the girl who has been stricken with polio;

. . . in the English class that studies *Macbeth* or the *Vision of Sir Launfal*;

. . . on the class picnic, on the football field, in the rehearsal for the senior play, in the social-service project of the sociology class, in the community beautification project of the civics class;

. . . in the developing insights into the nature of truth in the geometry class and the physics laboratory;

. . . when a disturbed adolescent shares his troubles with a trusted counselor . . . when youth observe exemplary character in their teachers.

Stressed in modern school programs is the concept that the enduring essence of character is personal acceptance of moral responsibility. The student learns to make his own decisions and to accept responsibility for the consequences of them. This is the road toward self-discipline, which is for an individual what self-government is for a society.



THE PUBLIC SCHOOL

The public school is the people's school. It responds to the people's will. More than any other American institution, it has been shaped directly by the tireless efforts of the people. The public school represents the aspiration of parents for the future of their children, and of all citizens for the welfare of our country.

The free public school is an integral part of the structure of popular government. It is as essential to the preservation of the American way of life as the organic documents in which the framework of the Republic is outlined and by which the freedoms of the people are guaranteed. The public school began as one of the first ideals of a free world. It continues as the bulwark of a free society.

The public school is a local institution. It began as an extension of the home. It was the purpose of its founders to keep home and school close together. That purpose has always been fully recognized. Closely associated with local self-government, the public school is a vital center of community life.

The home was the first school. Parents were the first teachers. They will always be teachers. No public school operates effectively very long without a high level of parental understanding, interest and participation.

The public school is free. Its doors are open to all the children of all the people regardless of wealth, birth or social background. Free public education in the United States was not adopted as an inspiration of the moment. It is a result of three centuries of experience. It began and continues, a basic ideal in a free world.

The public school is the unifying force in America. It makes our people one. No other institution touches the life of every citizen. The public school binds us together in common ideals and purposes. It symbolizes the motto of the United States "Out of Many, One."

The public school is shaped to the needs of the community it serves. The resulting diversity in education contributes to the infinite variety of ideals, talents, ambitions and achievements which characterize the American people.

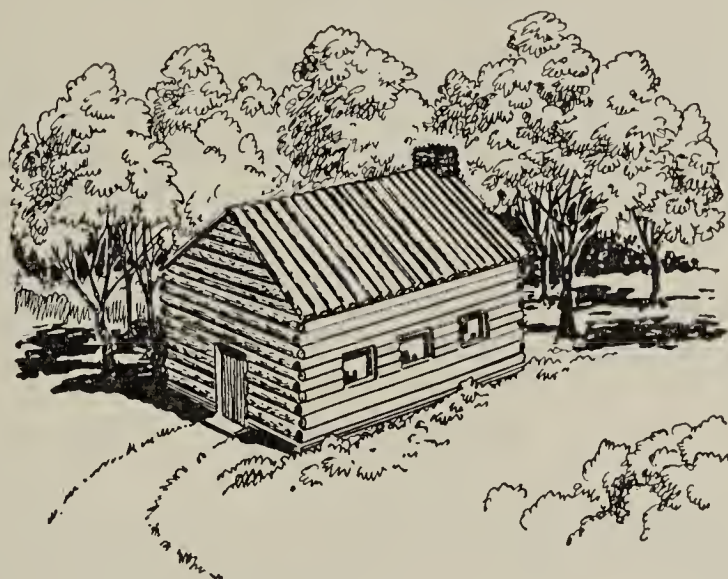
The public school keeps vigorously alive the spirit of American enterprise. It emphasizes those robust qualities of initiative, self-dependence and imagination which have produced the wealthiest, the most powerful nation in the history of mankind.

The public school can contribute to the maintenance of our freedoms only when it practices those freedoms itself. Freedom to learn and freedom to think have always been basic to the American way of life.

The prosperity of the American people owes much to public schools which have produced a general high level of education. Educated people want more and produce more. Ignorance and prosperity have never been teammates at any time in the history of the world.

Free public education contributes to the sound health, the deep loyalties and the courageous spirit of the men and women who constitute the forces of our defense. In the classrooms and laboratories of our schools and colleges are developed the technical knowledge and skill which contribute to national security.

The public school is a bright light in a world shadowed by the catastrophes of war and the uncertainties of peace. The boundless confidence and idealism of the children and young people in our public schools—their faith in freedom and justice—are the hope of the future.



THE NEXT TIME you pass a public school pause a moment to think what that school means to humanity. Recall the long dark centuries when the masses were kept in ignorance—when greed and oppression ruled the world with an iron hand. From the very beginning of man's struggle for knowledge, self-respect, and the recognition of his inalienable rights, the school has been his greatest ally. We refer to the school as "common" because it belongs to us all. It is ourselves working together to meet a universal need. But it is a most uncommon institution. It is relatively new. It is democracy's greatest gift to civilization. Throughout the world, among upward struggling peoples, wherever parents share in the aspirations of their children, the American common school is being copied. Let us keep our public schools strong and free.

ASSOCIATIONAL RECORDS AND INFORMATION

CHARTER

1857—1870

THE NATIONAL TEACHERS ASSOCIATION

Organized August 26, 1857, at Philadelphia, Pennsylvania.

PURPOSE—*To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.*

The name of the Association was changed at Cleveland, Ohio, on August 15, 1870, to the "National Educational Association."

1870—1907

NATIONAL EDUCATIONAL ASSOCIATION

Incorporated under the laws of the District of Columbia, February 24, 1886, under the name, "National Education Association," which was changed to "National Educational Association," by certificate filed November 6, 1886.

1907—

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Incorporated under a special act of Congress, approved June 30, 1906, to succeed the "National Educational Association." The charter was accepted and bylaws were adopted at the Fiftieth Anniversary Convention held July 10, 1907, at Los Angeles, California.

ACT OF INCORPORATION

AN ACT TO INCORPORATE THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

SECTION 1. That the following-named persons, who are now officers and directors and trustees of the National Educational Association, a corporation organized in the year eighteen hundred and eighty-six, under the Act of General Incorporation of the Revised Statutes of the District of Columbia viz.:
List of Incorporators Nathan C. Schaeffer, Eliphalet Oram Lyte, John W. Lansinger, of Pennsylvania; Isaac W. Hill, of Alabama; Arthur J. Matthews, of Arizona; John H. Hinemon, George B. Cook, of Arkansas; Joseph O'Connor, Josiah L. Pickard, Arthur H. Chamberlain, of California; Aaron Gove, Ezekiel H. Cook, Lewis C. Greenlee, of Colorado; Charles H. Keyes, of Connecticut; George W. Twitmyer, of Delaware; J. Ormond Wilson, William T. Harris, Alexander T. Stuart, of the District of Columbia; Clem Hampton, of Florida; William M. Slaton, of Georgia; Frances Mann, of Idaho; J. Stanley Brown, Albert G. Lane, Charles I. Parker, John W. Cook, Joshua Pike, Albert R. Taylor, Joseph A. Mercer, of Illinois; Nebraska Cropsey, Thomas A. Mott, of Indiana; John D. Benedict, of Indian Territory; John F. Riggs, Ashley V. Storm,

of Iowa; John W. Spindler, Jasper N. Wilkinson, A. V. Jewett, Luther D. Whittemore, of Kansas; William Henry Bartholomew, of Kentucky; Warren Easton, of Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shawan, Wells L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B. Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolf, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarmon, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Puerto Rico; Arthur F. Griffiths, of Hawaii; C. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

SEC. 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, of the Library; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its bylaws.

Purpose and
Departments

SEC. 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or to be sued in any court of the United States, or other court of competent jurisdiction; to make bylaws not inconsistent with the provisions of this Act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold, grant, convey, hire, or lease the same for the purpose of its incorporation; and to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation.

Powers of
Corporation

SEC. 4. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid other than the purposes of producing income and all personal property and funds of the corporation held, used, or
Property To Be Tax-Exempt invested for educational purposes aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation; *provided, however*, that this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, *provided further*, that the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.

Members SEC. 5. The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation.

Officers SEC. 6. (a) The officers of the corporation shall be a president, one or more vicepresidents, a secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws.

Additional Boards, Councils, Committees, and Officers (b) Except as limited by this Act, as amended, the bylaws of the corporation shall prescribe the powers, duties, terms of office, and the manner of election or appointment of the said officers, boards, councils, and committees; and the said corporation may by its bylaws make other and different provisions as to the numbers and names of the officers, boards, councils, and committees.

Board of Trustees SEC. 7. (a) The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the president of the Association, who shall be a member ex officio during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership.

Permanent Fund (b) The invested fund now known as the "Permanent Fund of the National Education Association," when transferred to the corporation hereby created shall be held in such corporation as a Permanent Fund and shall be in charge of the Board of Trustees, which shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly, after the proposed expenditure has been approved by the Board of Trustees and the Board of Directors, and after printed notice of the proposed expenditure has been printed in the *Journal of the National Education Association* at least two months prior to the meeting of the Representative Assembly.

(c) The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the bylaws of the corporation shall otherwise provide.

(d) The Board of Trustees shall elect the secretary of the Association, who shall be secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

Election of
Secretary

SEC. 8. That the principal office of the said corporation shall be in the city of Washington, D. C.; *provided*, that the meetings of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained, elsewhere, within the United States, as may be determined in accordance with the bylaws.

Office of
Corporation

SEC. 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this Act shall be accepted by such Association at the next annual meeting of the Association, and until new bylaws shall be adopted; and that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this Act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the "National Education Association of the United States"; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this Act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-named Association, or any other person having charge of any of the securities, funds, books, or property thereof, real or personal, shall on demand deliver the same to the proper officers, directors, or trustees of the corporation hereby created. *Provided*, that a verified certificate executed by the presiding officer and secretary of such annual meeting, showing the acceptance of the charter granted by this Act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and *provided further*, that in the event of the failure of the Association to accept the charter granted by this Act at said annual meeting then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

Acceptance of
This Charter

SEC. 10. That the rights of creditors of the said existing corporation, known as the National Educational Association, shall not in any manner be impaired by the passage of this Act, or the transfer of the property heretofore mentioned, nor shall any liability or obligation, or payment of any sum due or to become due, or any claim or demand, in any manner, or for any cause existing against the said existing corporation, be released or impaired; and the corporation hereby incorporated is declared to succeed to the obligations and liabilities, and to be held liable to pay and discharge all of its debts, liabilities, and contracts of the said corporation so existing, to the same effect as if such new corporation had itself incurred the obligation or liability to pay such debts or damages, and no action or proceeding before any court or tribunal shall be deemed to have abated or been discontinued by reason of this Act.

Rights of
Creditors

Amendments to Charter

SEC. 11. That Congress may from time to time alter, repeal, or modify this Act of Incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

Creation of Representative Assembly

SEC. 12. That said corporation may provide, by amendment to its bylaws, that the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the bylaws adopted by said corporation.

Sections 1-11 were passed by Congress and approved by the President, June 30, 1906. They were accepted and adopted as the constitution of the National Education Association of the United States by the active members of the National Educational Association in annual session at Los Angeles, California, July 10, 1907.

Section 12 was passed by Congress and approved by the President of the United States, May 13, 1920, as an amendment to the original Act of Incorporation. It was accepted and adopted as an amendment to the constitution of the National Education Association of the United States by the active members thereof in annual session at Salt Lake City, Utah, July 9, 1920.

Sections 5-8 were amended by Congress and approved by the President of the United States, June 14, 1937. These amendments were accepted as amendments to the charter and adopted as amendments to the constitution by the Representative Assembly of the National Education Association of the United States at Detroit, Michigan, June 29, 1937.

BYLAWS

*As Amended at the Annual Business Meeting of the Representative Assembly,
Detroit, July 1952*

ARTICLE I—MEMBERSHIP

Membership Defined

Section 1. The membership of the National Education Association shall consist of six classes: Active, Associate, Retired, Future Teachers of America, Corresponding, and Institutional, whose qualifications, rights, and obligations shall be as hereinafter prescribed; *provided, however*, that no person shall be admitted or continued in membership in the NEA who advocates or who is a member of the Communist Party in the United States or of any organization that advocates changing the form of government of the United States by any means not provided for in the Constitution of the United States.

Sec. 2. Active members of the Association shall be those actively engaged in the profession of teaching or other educational work.

Sec. 3. The dues of an active member shall be \$5, effective beginning 1948-49, or \$10 annually or \$150 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several departments, to vote for delegates to the Representative Assembly, and to hold office.

Dues

Those who pay annual dues of \$5, effective beginning 1948-49, shall be entitled to receive the *Journal*. Those who pay annual dues of \$10 shall be entitled to receive, in addition to the *Journals*, the *Research Bulletins* and the volume of *Proceedings*. Those who pay \$150 become members for life without payment of additional dues and are entitled to receive the *Journals*, the *Research Bulletins*, and the volume of *Proceedings*; *provided*, that the NEA Executive Committee is hereby authorized and instructed to make special provision from NEA funds to safeguard the state program in any state having unified dues where the increase in NEA dues would work undue hardship.

SEC. 4. All Life Directors shall have all the rights and privileges of active members without the payment of annual dues, and shall receive free without application or condition the publications of the Association.

Life
Directors

SEC. 5. Associate members of the Association shall be persons who are not actively engaged in the profession of teaching or other educational work, but who are otherwise interested in the promotion of education. The annual dues of an associate member shall be the same as the dues of an active member and he shall have the same rights and privileges, except the right to vote, to serve as a delegate in the Representative Assembly, and to hold office.

Associate
Members

SEC. 6. Retired members of the teaching profession who have been active members of the National Education Association for at least five years prior to retirement shall be eligible for membership upon payment of annual dues of \$2. A retired member shall have the same rights and privileges of an active member, except the right to vote, to serve as a delegate in the Representative Assembly, and to hold office.

Retired
Members

SEC. 7. The NEA dues of a member of a college or university chapter of Future Teachers of America shall be \$1.00 per year effective 1952-53. Such a member shall have all the rights and privileges of an associate member.

Future Teachers
of America

SEC. 8. Eminent educators not residing in America may be elected by the Board of Directors as corresponding members. The number of corresponding members shall not at any time exceed fifty. They shall pay no dues and may receive free the publications of the Association.

Corresponding
Members

SEC. 9. Institutional Membership in the Association may be held only by libraries in normal schools, teachers colleges, liberal arts colleges, and universities, and by public libraries. The annual dues for the regular Institutional Membership shall be \$10, which shall entitle the institution to receive the *Journals*, the *Research Bulletins*, and the volume of *Proceedings*. A special Institutional Membership shall be available to the above-named institutions for a fee of \$5. This shall entitle the institution to receive the *Journal* only. Institutional Membership shall have no rights other than to receive the publications named.

Institutional
Members

SEC. 10. The right to vote, to serve as a delegate in the Representative Assembly, and to hold office in the Association or in any department thereof, shall be limited to active members whose dues are paid.

Right to Vote

SEC. 11. The Representative Assembly shall be composed of the president, the twelve vicepresidents, the executive secretary, and the treasurer of the National Education Association, the United States Commissioner of Education, and the delegates elected from the various affiliated state and local associations as provided in the bylaws.

Representative
Assembly

ARTICLE II—OFFICERS, REPRESENTATIVE ASSEMBLY,
AND AFFILIATED ASSOCIATIONS

SECTION 1. (a) The officers of said corporation shall be a president, a first vice-president, eleven other vicepresidents, an executive secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws. (See Act of Incorporation, section 6, first paragraph.)

(b) The Board of Directors shall consist of the president; the first vicepresident; the treasurer; the chairman of the Board of Trustees; the former presidents of the Association elected prior to July 1, 1937, and one additional member from each state, territory, or district to be elected by the Representative Assembly; and of

Officers, Direc-
tors, Trustees
and Committees

all Life Directors of the National Educational Association, *provided, however*, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director for the term of three years or until their successors are chosen, except that the term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 of each year. Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors.

(c) The terms of the members of the Board of Directors elected from the states, the District of Columbia, and the territorial possessions shall be for three years, the terms of one-third of the members expiring each year. All members of the Board of Directors representing the states, the District of Columbia, and the territorial possessions shall be nominated by the said states, the District of Columbia, and the territorial possessions to the Representative Assembly for election by that body.

(d) The Executive Committee shall consist of eleven members as follows: The president of the Association, the junior past-president, the first vicepresident, the treasurer, elected for a term of three years, the chairman of the Board of Trustees, two members elected by and from the Board of Directors for terms of two years, and four members elected by the Representative Assembly for terms of two years. A director elected to the Executive Committee shall continue as a member of the Board of Directors.

(e) The Board of Trustees shall consist of four members elected by the Board of Directors for a term of four years and the president of the Association who shall be a member *ex officio* during his term of office. (See Act of Incorporation, section 7, first paragraph, first sentence.)

(f) The election of officers and transaction of business at the annual business meeting shall be by a Representative Assembly composed of delegates apportioned, elected, and governed as hereinafter provided.

SEC. 2. The state teachers association or educational association of a state, territory, or district may become affiliated with the National Education Association and shall be designated an affiliated state association. Each affiliated state association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated state association shall be \$10. Said association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all special bulletins and announcements when issued.

SEC. 3. A local educational association or teachers organization within a state, territory, or district may make application to affiliate with the National Education Association. Each affiliated organization shall be designated an affiliated local association.

Affiliated Local Associations All applications for affiliation shall, after thoro investigation, be subject to the approval of the Executive Committee.

Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be \$5 which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all bulletins and announcements when issued; *provided*,

however, that any affiliated local association within a state, territory, or district in which the National Education Association membership comprises 100 percent of all the possible members of such administrative unit shall be entitled to all privileges of any other affiliated local association without the payment of any fee.

SEC. 4. Each affiliated association, both state and local, shall be furnished a certificate of membership.

SEC. 5. Each affiliated state association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members, and thereafter one delegate and one alternate for each five hundred State Delegates of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated state delegates.

SEC. 6. Each affiliated local association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated local delegates.

Local
Delegates

SEC. 7. Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a state or local affiliated association.

Selection of
Delegates

SEC. 8. The president, the twelve vicepresidents, the executive secretary, and the treasurer of the National Education Association, and the United States Commissioner of Education, shall be ex-officio delegates to the Representative Assembly.

Ex-Officio
Delegates

SEC. 9. Delegates and alternates shall file their credentials with the executive secretary of the Association on blanks furnished by him for that purpose not later than ten days before the beginning of the annual meeting. The executive secretary shall turn over such credentials to the Credentials Committee, when appointed, with such information thereon as may be obtained from the records of the Association. The Representative Assembly shall be the final judge of the qualifications of delegates. The delegates shall have equal rights and each shall have one vote. Meetings of the Representative Assembly shall be open to the active members of the Association who shall be privileged to address the Assembly on subjects pertaining to the Association. The Representative Assembly shall adopt rules of procedure which shall not conflict with the charter and bylaws of the Association. It shall recommend an equitable plan for paying some part of the expenses of delegates to the annual business meeting of the Association.

Delegates;
Credentials;
Voting
Freedom of
Floor

ARTICLE III—DUTIES OF OFFICERS

SECTION 1. The president shall preside at all meetings of the Association and shall perform the duties prescribed by the Act of Incorporation, these bylaws, and standing rules, and in addition such duties as usually devolve upon the chief executive of such an association. In the absence of the president, the first vicepresident shall preside. In the absence of the president and the first vicepresident, a chairman pro tempore shall be elected under the direction of the executive secretary of the Association. The president shall prepare the program for the general sessions of the annual meeting of the Association and shall have power to confer with the heads of the several departments and to make such recommendations in regard to

Duties of the
President

the program of the several departments as will, in his opinion, promote the interest of the annual meeting. The president shall be a member ex officio of the Board of Trustees and chairman of the Board of Directors and of the Executive Committee. He shall sign all bills approved for payment by the Board of Directors and all bills approved or authorized by the Executive Committee acting for and under the instruction of the Board of Directors. On the expiration of his term of office as president, he shall be known as the junior past-president and shall serve on the Executive Committee for the term of one year.

Duties of Vicepresidents SEC. 2. (a) The first vicepresident shall serve as a member of the Executive Committee. In case the office of president becomes vacant, the first vicepresident shall become president and shall assume the duties and authority of the office.

(b) The other vicepresidents shall serve as assistants to the president for such services as may be required of them.

Duties of the Executive Secretary SEC. 3. The executive secretary shall keep a full and accurate record of the proceedings of the general meetings of the Association and all meetings of the Board of Directors and of the Executive Committee, shall conduct the business of the Association as provided in the Act of Incorporation and these bylaws, and, in all matters not definitely prescribed therein, shall be under the direction of the Board of Directors or of the Executive Committee acting for the Board of Directors, and, in the absence of instructions from the Board of Directors or the Executive Committee, shall be under the direction of the president.

Duties of the Treasurer SEC. 4. The treasurer shall perform the duties prescribed by the Act of Incorporation and these bylaws. He shall receive from the executive secretary and, under the direction of the Board of Trustees, shall hold in safekeeping all moneys paid to the Association; and shall pay the same only upon the order of the Board of Trustees.

SEC. 5. (a) The Board of Directors when in session shall have power to fill all vacancies in their own body and shall have in charge the general interests of the corporation, excepting those entrusted to the Board of Trustees. (See paragraph (e) of this section.)

(b) At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years and one member of the Executive Committee for the term of two years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership. Only members who have the qualifications required of directors shall be elected trustees. (See Act of Incorporation, section 7, first paragraph, last two sentences.)

(c) The Board of Directors shall take such action with respect to the Permanent Fund of the Association, its accretions and income, as is authorized by the Act of Incorporation or these bylaws and standing rules. (See Act of Incorporation, section 7, second paragraph, part of second sentence.)

(d) The Board of Directors may determine what office or offices of the Association may be maintained in the United States other than its principal place of business in Washington, D. C., and where the meetings of the corporation, its officers, committees, and departments may be held, and what business other than provided by the Act of Incorporation, these bylaws, and standing rules may be transacted at such office or offices and meetings. (See Act of Incorporation, section 8.)

(e) The Board of Directors shall have such powers and perform such duties as are prescribed by the Act of Incorporation and by these bylaws; shall elect correspond-

ing members as prescribed in Section 7 of Article I of these bylaws. The Board of Directors shall approve all bills incurred by itself or by the Executive Committee, or the president or the executive secretary acting under the authority of the Board of Directors; shall appropriate from the current funds of the year the amounts of money ordered by the Representative Assembly at the annual business meeting of the same for the work of all special committees of research and investigation authorized and provided for at the annual business meeting, and for all other needs of the Association; shall make a full report of the financial condition of the Association including the reports of the executive secretary, the treasurer, and the Board of Trustees to the Representative Assembly at its annual business meeting, and shall do all in its power to make the Association a useful and honorable institution.

Duties of the
Board of
Directors

(f) The Board of Directors shall meet in connection with the annual meeting of the Representative Assembly, and may meet in connection with the annual meeting of the American Association of School Administrators and at such other times and places as may be determined by the president or requested in writing by a majority of the elective members of the Board of Directors.

SEC. 6. (a) The Executive Committee shall have authority to represent and to act for the Board of Directors in the intervals between the meetings of that body, to the extent of carrying out the legislation adopted by the Board of Directors under general directions as may be given by said Board.

(b) The Executive Committee may recommend to the Representative Assembly at the annual business meeting the appointment of special committees for investigation or research, the subjects for which may have been suggested by the active members of the National Education Association or by any of its departments; it shall recommend the amount of money to be appropriated for such investigations. When such special committees are provided for and duly authorized by the Representative Assembly and appropriations for them have been authorized by the Board of Directors, the Executive Committee shall, under the instructions of the Board of Directors, have general supervision of them. The Executive Committee shall receive and consider all reports made by the special committees and shall print these reports and present them, together with the reports of the executive secretary, the treasurer, and the Board of Trustees, and the recommendations of the Executive Committee thereon, to the Board of Directors, which shall transmit the same with recommendations to the Representative Assembly at its annual business meeting. All such special committees shall be appointed by the president of the Association.

Duties of
Executive
Committee

(c) The Executive Committee shall fill all vacancies occurring in the body of officers of the Association, except as otherwise provided for in the Act of Incorporation or in these bylaws. Except as otherwise provided, the Executive Committee shall determine the rank of the vicepresidents for the purpose of determining the order of succession to the presidency should a vacancy occur.

SEC. 7. (a) The Board of Trustees shall have such powers and perform such duties as are prescribed by the Act of Incorporation; shall require of the executive secretary and treasurer bonds in such amounts as may be determined by said Board for the faithful performance of their duties; shall make a full report of the finances of the Association to the Executive Committee not later than ten days prior to the annual meeting of the Association, which report shall be transmitted by the Executive Committee to the Board of Directors at the first regular meeting of the Board held in connection with the annual meeting of the Association. It shall annually choose its own chairman and secretary.

Further Duties
of Trustees

(b) The Board of Trustees shall have charge of the Permanent Fund and shall provide for the safekeeping and investing of such Fund and of all other funds

which the corporation may receive by donation, bequest, or devise. It shall also be the duty of the Board of Trustees to issue orders on the treasurer for the payment of all bills approved by the Board of Directors, or by the president and executive secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year. (See Act of Incorporation, section 7.)

(c) The Board of Trustees shall elect the executive secretary of the Association, who shall be secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years. (See Act of Incorporation, section 7.)

ARTICLE IV—DEPARTMENTS

SECTION 1. The following departments are now (1952) in existence, to wit: The Departments, first, of American Association of School Administrators; second, of Vocational Education; third, of Kindergarten-Primary Education; fourth, of Music Educators National Conference; fifth, of United Business Education Association; sixth, of American Association for Health, Physical Education and Recreation; seventh, of National Science Teachers Association; eighth, of Rural Education; ninth, of Classroom Teachers; tenth, of Deans of Women; eleventh, of Elementary School Principals; twelfth, of Audio-Visual Instruction; thirteenth, of National Council for the Social Studies; fourteenth, of American Association of Colleges for Teacher Education; fifteenth, of National Association of Secondary-School Principals; sixteenth, of Association for Supervision and Curriculum Development; seventeenth, of American Educational Research Association; eighteenth, of International Council for Exceptional Children; nineteenth, of Home Economics; twentieth, of National Council of Administrative Women in Education; twenty-first, of National Art Education Association; twenty-second, of Speech Association of America; twenty-third, of National Association of Journalism Directors of Secondary Schools; twenty-fourth, of American Industrial Arts Association; twenty-fifth, of Higher Education; twenty-sixth, of National Association of School Secretaries; twenty-seventh, of National Council of Teachers of Mathematics; twenty-eighth, of National School Public Relations Association; and twenty-ninth, of National Retired Teachers Association.

SEC. 2. Each department shall have the right to fix the qualifications of its members for the purpose of electing officers and transacting the other business of the department; *provided*, active members of the Association, and no others, shall be eligible to such department membership; and *provided also*, that all active members of the Association shall be permitted to attend the professional programs and discussions of any department.

Members of
Departments

SEC. 3. Each department shall hold an annual meeting at the time and place of the meeting of the Association except as otherwise provided in these bylaws and standing rules or as directed by the Board of Directors, or by the Executive Committee acting under the general instructions of the Board of Directors.

Department
Meetings

SEC. 4. The object of the meetings of the departments shall be the discussion of questions pertaining to their respective fields of educational work. The programs of these meetings shall be prepared by the respective presidents under the general direction of the president of the Association. Each department shall be limited to two sessions, with formal programs, unless otherwise ordered by the president of the Association, except that a third session of business or

Object of
Department
Meetings

informal roundtable conference may be held at the discretion of the department officers.

SEC. 5. The officers of each department shall consist of a president, a vice-president, a secretary, and such other officers as may be deemed necessary by the department, who shall be elected at the last formal session of the department to serve for the term of office specified in the regulations of the department and until their successors are duly elected; and who shall, at the time of their election, be active members of the Association. Each department shall provide for the creation of an Executive Committee, and assign to it any duties consistent with the purposes of the department and the Act of Incorporation and bylaws of the Association. In case there is a vacancy in the office of president of any department, it shall be filled by appointment made by the Executive Committee of the department. Any other departmental vacancy shall be filled by appointment made by the president of the department.

Officers of
Departments

SEC. 6. The secretary of each department shall, in addition to performing the duties usually pertaining to his office, furnish to the executive secretary of the Association a copy of the proceedings of the meetings of the department for publication. No department shall establish an office outside of the general headquarters of the Association without the consent of the Board of Directors.

Department
Headquarters

SEC. 7. All departments shall have equal rights and privileges, with the exception stated in section 3 of this Article. They shall be named in section 1 of this Article in the order of their establishment and shall be dropped from the list when discontinued.

Rights of
Departments

SEC. 8. Upon the recommendation of the Board of Directors a new department may be established by vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting; *provided*, that a written application for said department with title and purpose of the same shall have been made at the regular meeting of the Assembly next preceding the one at which action is taken by at least 250 members engaged or interested in the field in the interest of which the department is proposed to be established; *provided*, that no group shall be admitted to departmental status until it shall have held constructive meetings for at least three successive years.

How
Established

A department already established may be discontinued upon a two-thirds vote of the Representative Assembly, at any business meeting; *provided*, that announcement of the purpose to discontinue has been made at the preceding annual business meeting. The Board of Directors may recommend to the Representative Assembly the discontinuance of any department. Upon the recommendation of the Board of Directors a department which has failed to hold a regular meeting for two successive years may be discontinued by a vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting.

SEC. 9. Any department, by a two-thirds vote of those voting at any regular business meeting, may levy a membership fee to supplement its allowance from the Association. Such membership fees shall be paid to the secretary of the department who shall transmit them monthly to the executive secretary of the Association. Such funds shall be added to the department's allowance from the Association and shall be used for the work of said department only, and shall be disbursed upon the recommendation of the executive officers of the department in the same manner as other funds of the Association are disbursed.

Fees for
Department
Members

SEC. 10. Each department is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association.

tion; *provided*, that such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.

ARTICLE V—COMMITTEES

SECTION 1. There shall be a Committee on Bylaws and Rules which shall serve as an advisory and interpreting committee. The Committee shall consist of five members appointed by the president as follows: In July 1935, the retiring president shall appoint two members, one to serve for three years and one to serve for four years. The incoming president shall appoint three members of this Committee; one to serve for one year; one to serve for two years; and one to serve for five years. In July 1936, and in each July thereafter, the president shall appoint one member to serve for five years.

All proposed amendments to the charter and to the bylaws shall be referred to this Committee for comment. This Committee shall be responsible for recommending and presenting rules of procedure to the Representative Assembly from year to year. This Committee may render decisions on any points referred to it by the Executive Committee, the executive secretary, or the president of the Association.

SEC. 2. In all standing committees, the president shall appoint the chairmen. In all other cases, the committee, board, or council shall elect its own chairman.

ARTICLE VI—MEETINGS

SECTION 1. Stated meetings of the Association, and of all departments, except as otherwise provided, shall be held at such time and place as shall be determined by the Board of Directors or by the Executive Committee acting under the instructions of the Board of Directors; *provided however*, that in choosing the site for these meetings only those cities shall be considered where it is possible to provide a maximum degree of equality for the housing, feeding, seating at the meetings, and for the general welfare of all members of this Association.

SEC. 2. The corporation shall hold an annual meeting at such time and place as the Board of Directors may designate; *provided, however*, that during a war emergency disrupting the usual means of transportation, the Board of Directors may postpone the annual meeting until such time as transportation is available. In the event of such postponement of the annual meeting of the corporation, all officers, boards, councils, commissions, and committees authorized by the bylaws shall remain in office until the close of the next annual meeting of the corporation.

ARTICLE VII—PROCEEDINGS

SECTION 1. The *Proceedings* of the Association, of the departments, and of all commissions and committees, shall be published at the discretion of and under the direction of the Executive Committee; *provided*, that such publication has been approved and the money therefor appropriated by the Board of Directors.

SEC. 2. No paper, lecture, or address shall be read before the Association or any of the departments in the absence of the author, without the approval of the president of the Association, or of the president of the department interested; nor shall any such paper, lecture, or address be published in the *Proceedings* without the approval of the Executive Committee.

ARTICLE VIII—QUORUM AND RULES OF ORDER

SECTION 1. Elected directors from twenty-five states shall constitute a quorum of the Board of Directors. A majority of all the accredited delegates, representatives of not less than twenty-five states, shall constitute a quorum of the Representative Assembly.

SEC. 2. *Robert's Rules of Order Revised* shall be the authority governing all matters of procedure not otherwise covered in the Act of Incorporation and in these bylaws, standing rules, and in the rules of procedure adopted by the Representative Assembly.

ARTICLE IX—PERMANENT FUND

SECTION 1. The invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund.

SEC. 2. The Permanent Fund shall be in charge of the Board of Trustees, which shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. (Article III, section 7, second paragraph, first sentence.)

SEC. 3. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors and after printed notice of the proposed expenditure has been mailed to all active members of the Association, and after all other requirements of the bylaws and the Act of Incorporation have been fulfilled.

SEC. 4. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order.

ARTICLE X—AMENDMENTS

SECTION 1. These bylaws may be altered or amended at the annual meeting of the Representative Assembly by unanimous vote, or by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association.

SEC. 2. In all voting on proposed amendments to the charter, bylaws, and standing rules, printed ballots shall be used.

SEC. 3. The standing rules may be amended at the annual meeting of the Representative Assembly without notice by two-thirds vote of the Representative Assembly and by a majority vote of the Representative Assembly if the amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken.

STANDING RULES

MEMBERSHIP

Rule 1. The membership year shall be from September 1 to August 31. All membership dues shall be credited to the current membership year unless otherwise requested.

Membership
Year

Rule 2. The annual dues of members shall be sent to the executive secretary on or before December 31. An active member failing to pay dues as herein provided shall forfeit the privileges of membership and be dropped from the list of members.

Time and
Place of
Payment of
Dues

Rule 3. The executive secretary of the Association shall furnish each member of the Association a membership card, declaring him to be a member of the National Education Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the charter and bylaws of the Association. Arrangements may be made with local and state affiliated associations for the issuance of a conclusive membership card, or insignia, or both, on a voluntary basis.

Membership
Card

OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

Rule 4. (a) At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following offices shall be made: president, vicepresidents, treasurer, and the two members of the Executive Committee to be elected by the delegates for terms of two years. Candidates for said offices shall be nominated from the floor.

Nominations

(b) On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States in which the term of office expires shall nominate one person for member of the Board of Directors, except any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director, and the name of such person or persons shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. The term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the NEA as of May 31 of each year. Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors. Any person to qualify to serve as director shall have been an active member with dues paid in the National Education Association and in a state, or district, or territory, and a local association, if organized, for a three-year period immediately preceding the election; *provided, however*, that the requirement of membership in a state association for a candidate for director from a city having 10,000 or more National Education Association members as of May 31 may be waived by a majority vote of the delegates present from that state. Only delegates who are active members of the National Education Association and whose dues have been paid in a state, or district, or territory, or a local association, if organized, respectively, shall have the right to vote for such directors.

Qualifications
of Directors

(c) On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 A. M. to 3 P. M., at such place or places as the president of the Association shall designate. The candidates for president, first vicepresident, treasurer, member of Board of Directors from each state, territory, or district, respectively, in which the term of office expires and the eleven other candidates for the office of vicepresident receiving the highest number of votes shall be declared elected. The president of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided.

Election
of
Officers

Rule 5. Each affiliated association shall be entitled to the active assistance and

support of the National Education Association in promoting the interest of such affiliated association and its members insofar as such interest comes within the purpose and object of the National Education Association as set forth in its charter. The executive secretary of the National Education Association shall, with the advice and approval of the Executive Committee, make such arrangements for mutual cooperation between the National Education Association and the state and local affiliated associations as will promote the welfare of all and advance the interests of the teaching profession.

Relationship:
National, State,
and Local

OTHER DUTIES OF EXECUTIVE SECRETARY

Rule 6. The executive secretary shall receive or collect all moneys due the Association and pay the same each month to the treasurer. He shall countersign all bills approved for payment by the Board of Directors or by the Executive Committee acting under the authority of the Board of Directors or by the president acting under authority of the Board of Directors or of the Executive Committee. He shall countersign checks drawn by the treasurer in payment of bills and shall deposit in an authorized depository in the name of the Association and disburse therefrom any funds authorized by the Board of Trustees advanced to him by the treasurer for the payment of expenses set forth in the budget adopted by the Representative Assembly. The executive secretary shall have his records present at all meetings of the Association, of the Board of Directors, and of the Executive Committee. He shall keep a list of members and shall revise said list annually. He shall be secretary of the Board of Directors. He shall be the custodian of all the property of the Association not in charge of the treasurer and the Board of Trustees. He shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. He shall submit his annual report to the Executive Committee not later than fifteen days before the annual meeting of the Association, which report shall be transmitted to the Board of Directors at its annual meeting. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association. The executive secretary shall not print, publish, or distribute any official report or other document without the approval of the Board of Directors or of the Executive Committee acting under the general instruction of the Board of Directors, *provided, however,* that in the event of extended absence from the United States, prolonged illness, or death, the Board of Trustees may empower an associate and/or an assistant secretary to perform any or all duties of the executive secretary. Such associate secretary and/or assistant secretary shall give bond for the faithful performance of his duties for the same amount as required by the Board of Trustees.

Duties of
the Executive
Secretary

OTHER DUTIES OF TREASURER

Rule 7. The treasurer shall notify the president of the Association and the chairman of the Board of Trustees whenever the surplus funds in his possession exceed \$500; shall keep an exact account of his receipts and expenditures with vouchers for the latter, and said accounts, ending on the thirty-first day of May each year, he shall render to the Executive Committee not later than ten days before the annual meeting of the Association, and when approved by said Committee, these accounts shall be transmitted by this Committee to the Board of Directors at its meeting held in connection with the annual meeting of the Association and a copy of the report shall be transmitted to the Representative Assembly for its information. The treasurer shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association.

Duties
of the
Treasurer

COMMITTEES

Rule 8. The Board of Directors shall appoint at its annual meeting a Budget Committee for the ensuing year, whose duty it shall be to prepare and present a budget to the Board of Directors at its next meeting. The Budget Committee shall have authority to secure the support of the Auditing Committee in preparing this budget.

Rule 9. Not later than five months before the end of the fiscal year, the president shall appoint an Auditing Committee, consisting of three active members of the Association, no one of whom shall be either a trustee or a director; to this Committee shall be referred the report and audit of the expert accountant or accountants, together with the communication of the president transmitting the same as provided in Rule 14; and the Committee shall report its findings to the Board of Directors.

Rule 10. On the first day of the annual meeting of the Association, at such time and place as shall be designated on the annual program by the president of the Association, the accredited delegates to the Representative Assembly from each state shall elect one member and one alternate who are active members of the Association for each of the following committees, to serve for the ensuing year: Credentials, Resolutions, and Necrology.

Rule 11. The Committee on Credentials shall receive the official list of delegates from the executive secretary and report thereon to the Representative Assembly.

Rule 12. The Committee on Resolutions shall report at the annual business meeting of the Representative Assembly, and except by unanimous consent or by a two-thirds vote, all resolutions shall be referred to said Committee without discussion. This Committee shall receive and consider all resolutions proposed by active members, or referred to it by the president. Some time during the second day of the annual meeting of the Association the Committee shall hold a meeting, at a place and time to be announced in the printed program, for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them.

Rule 13. The Committee on Necrology may prepare for the published *Proceedings* brief memorial tributes to members who have died during the year.

Rule 14. Within thirty (30) days prior to the time of the annual meeting of the Association, the president shall appoint a competent person, firm, or corporation, licensed to do business as expert accountants; the accountant or accountants so appointed shall examine the accounts, papers, and vouchers of the executive secretary, the treasurer, and the Board of Trustees, and compare the same; shall also examine the securities of the Permanent Fund held by the Board of Trustees. The report of said accountant or accountants shall be filed with the president not less than ten days before the opening day of the annual meeting of the Association, and shall be by him submitted to the Auditing Committee with such comments as he may think proper.

Rule 15. The Representative Assembly may provide such additional committees as it may deem wise.

ANNUAL AND BUSINESS MEETINGS

Rule 16. The first day of the annual meeting shall be Monday; the first day of the business meeting shall be Tuesday.

Rule 17. (a) The annual business meeting of the Representative Assembly shall begin at 9 A. M. on the second day of the annual meeting of the Association. A regular meeting of the Board of Directors shall be held in connection with the annual meeting of the Association. The time and place of such meeting shall be designated in the program. The executive secretary shall notify the members of the Board of Directors of the time and place of meeting, not less than thirty (30) days before the meeting.

Meetings of
Assembly,
Directors, and
Trustees

MEETING OF NEW BOARD OF DIRECTORS

(b) The first regular meeting of the new Board of Directors shall be held as soon as practicable and within twenty-four hours after the close of the last session of the annual meeting. The place and time of this meeting shall be announced in the printed program.

MEETING OF BOARD OF TRUSTEES

(c) The Board of Trustees shall hold its annual meeting at some convenient time and immediately following the meeting of the new Board of Directors. Special meetings of the trustees may be called by the chairman and shall be called on request of a majority of the Board of Trustees. Due notice of all meetings of the Board of Trustees shall be given to every member of the Board by the secretary thereof.

CALENDAR OF MEETINGS

NATIONAL TEACHERS ASSOCIATION, 1857-1870

1857—PHILADELPHIA, PA. (Organized)
JAMES L. ENOS, Chairman
W. E. SHELDON, Secretary

1858—CINCINNATI, OHIO
Z. RICHARDS, President
J. W. BUCKLEY, Secretary
A. J. RICKOFF, Treasurer

1859—WASHINGTON, D. C.
A. J. RICKOFF, President
J. W. BUCKLEY, Secretary
C. S. PENNELL, Treasurer

1860—BUFFALO, N. Y.
J. W. BUCKLEY, President
Z. RICHARDS, Secretary
O. C. WIGHT, Treasurer

1861, 1862—No session

1863—CHICAGO, ILL.
JOHN D. PHILBRICK, President
JAMES CRUICKSHANK, Secretary
O. C. WIGHT, Treasurer

1864—OGDENSBURG, N. Y.
W. H. WELLS, President
DAVID N. CAMP, Secretary
Z. RICHARDS, Treasurer

1865—HARRISBURG, PA.
S. S. GREENE, President
W. E. SHELDON, Secretary
Z. RICHARDS, Treasurer

1866—INDIANAPOLIS, IND.
J. P. WICKERSHAM, President
S. H. WHITE, Secretary
S. P. BATES, Treasurer

1867—No session

1868—NASHVILLE, TENN.
J. M. GREGORY, President
L. VAN BOKKELEN, Secretary
JAMES CRUICKSHANK, Treasurer

1869—TRENTON, N. J.
L. VAN BOKKELEN, President
W. E. CROSBY, Secretary
A. L. BARBER, Treasurer

1870—CLEVELAND, OHIO
DANIEL B. HAGAR, President
A. P. MARBLE, Secretary
W. E. CROSBY, Treasurer

NATIONAL EDUCATIONAL ASSOCIATION, 1871-1907

1871—ST. LOUIS, MO.
J. L. PICKARD, President
W. E. CROSBY, Secretary
JOHN HANCOCK, Treasurer

1872—BOSTON, MASS.
E. E. WHITE, President
S. H. WHITE, Secretary
JOHN HANCOCK, Treasurer

- 1873—ELMIRA, N. Y.
B. G. NORTHRUP, President
S. H. WHITE, Secretary
JOHN HANCOCK, Treasurer
- 1874—DETROIT, MICH.
S. H. WHITE, President
A. P. MARBLE, Secretary
JOHN HANCOCK, Treasurer
- 1875—MINNEAPOLIS, MINN.
W. T. HARRIS, President
M. R. ABBOTT, Secretary
A. P. MARBLE, Treasurer
- 1876—BALTIMORE, MD.
W. F. PHELPS, President
W. D. HENKLE, Secretary
A. P. MARBLE, Treasurer
- 1877—LOUISVILLE, KY.
M. A. NEWALL, President
W. D. HENKLE, Secretary
J. ORMOND WILSON, Treasurer
- 1878—No session
- 1879—PHILADELPHIA, PA.
JOHN HANCOCK, President
W. D. HENKLE, Secretary
J. ORMOND WILSON, Treasurer
- 1880—CHAUTAUQUA, N. Y.
J. ORMOND WILSON, President
W. D. HENKLE, Secretary
E. T. TAPPAN, Treasurer
- 1881—ATLANTA, GA.
JAMES H. SMART, President
W. D. HENKLE, Secretary
E. T. TAPPAN, Treasurer
- 1882—SARATOGA SPRINGS, N. Y.
G. J. ORR, President
W. E. SHELDON, Secretary
H. S. TARBELL, Treasurer
- 1883—SARATOGA SPRINGS, N. Y.
E. T. TAPPAN, President
W. E. SHELDON, Secretary
N. A. CALKINS, Treasurer
- 1884—MADISON, WIS.
THOMAS W. BICKNELL, President
H. S. TARBELL, Secretary
N. A. CALKINS, Treasurer
- 1885—SARATOGA SPRINGS, N. Y.
F. LOUIS SOLDAN, President
W. E. SHELDON, Secretary
N. A. CALKINS, Treasurer
- 1886—TOPEKA, KANS.
N. A. CALKINS, President
W. E. SHELDON, Secretary
E. C. HEWETT, Treasurer
- 1887—CHICAGO, ILL.
W. E. SHELDON, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer
- 1888—SAN FRANCISCO, CALIF.
AARON GOVE, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer
- 1889—NASHVILLE, TENN.
ALBERT P. MARBLE, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer
- 1890—ST. PAUL, MINN.
J. H. CANFIELD, President
W. R. GARRETT, Secretary
E. C. HEWETT, Treasurer
- 1891—TORONTO, ONT.
W. R. GARRETT, President
E. H. COOK, Secretary
J. M. GREENWOOD, Treasurer
- 1892—SARATOGA SPRINGS, N. Y.
E. H. COOK, President
R. W. STEVENSON, Secretary
J. M. GREENWOOD, Treasurer
- 1893—CHICAGO, ILL.
(International Congress of Education)
ALBERT G. LANE, President
IRWIN SHEPARD, Secretary
J. M. GREENWOOD, Treasurer
- 1894—ASBURY PARK, N. J.
ALBERT G. LANE, President
IRWIN SHEPARD, Secretary
J. M. GREENWOOD, Treasurer
- 1895—DENVER, COLO.
NICHOLAS MURRAY BUTLER, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1896—BUFFALO, N. Y.
NEWTON C. DOUGHERTY, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1897—MILWAUKEE, WIS.
CHARLES R. SKINNER, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1898—WASHINGTON, D. C.
J. M. GREENWOOD, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1899—LOS ANGELES, CALIF.
E. ORAM LYTE, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1900—CHARLESTON, S. C.
OSCAR T. CORSON, President
IRWIN SHEPARD, Secretary
CARROLL G. PEARSE, Treasurer
- 1901—DETROIT, MICH.
JAMES M. GREEN, President
IRWIN SHEPARD, Secretary
L. C. GREENLEE, Treasurer
- 1902—MINNEAPOLIS, MINN.
WILLIAM M. BEARDSHEAR, President
IRWIN SHEPARD, Secretary
CHARLES H. KEYES, Treasurer
- 1903—BOSTON, MASS.
CHARLES W. ELIOT, President
IRWIN SHEPARD, Secretary
W. M. DAVIDSON, Treasurer
- 1904—ST. LOUIS, MO.
JOHN W. COOK, President
IRWIN SHEPARD, Secretary
McHENRY RHODES, Treasurer
- 1905—ASBURY PARK AND OCEAN GROVE, N. J.
WILLIAM H. MAXWELL, President
IRWIN SHEPARD, Secretary
JAMES W. CRABTREE, Treasurer
- 1906—No session
- 1907—LOS ANGELES, CALIF.
NATHAN C. SCHAEFFER, President
IRWIN SHEPARD, Secretary
J. N. WILKINSON, Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1908—

- 1908—CLEVELAND, OHIO
EDWIN G. COOLEY, President
IRWIN SHEPARD, Secretary
ARTHUR H. CHAMBERLAIN, Treas.
- 1909—DENVER, COLO.
LORENZO D. HARVEY, President
IRWIN SHEPARD, Secretary
ARTHUR H. CHAMBERLAIN, Treas.
- 1910—BOSTON, MASS.
JAMES Y. JOYNER, President
IRWIN SHEPARD, Secretary
ARTHUR H. CHAMBERLAIN, Treas.
- 1911—SAN FRANCISCO, CALIF.
ELLA FLAGG YOUNG, President
IRWIN SHEPARD, Secretary
DURAND W. SPRINGER, Treasurer
- 1912—CHICAGO, ILL.
CARROLL G. PEARSE, President
IRWIN SHEPARD, Secretary
KATHERINE D. BLAKE, Treasurer
- 1913—SALT LAKE CITY, UTAH
EDWARD T. FAIRCHILD, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer
- 1914—ST. PAUL, MINN.
JOSEPH SWAIN, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer
- 1915—OAKLAND, CALIF.
DAVID STARR JORDAN, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer
- 1916—NEW YORK, N. Y.
DAVID B. JOHNSON, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer
- 1917—PORTLAND, OREG.
ROBERT J. ALEY, President
DURAND W. SPRINGER, Secretary
THOMAS E. FINEGAN, Treasurer
- 1918—PITTSBURGH, PA.
MARY C. C. BRADFORD, President
J. W. CRABTREE, Secretary
A. J. MATTHEWS, Treasurer
- 1919—MILWAUKEE, WIS.
GEORGE D. STRAYER, President
J. W. CRABTREE, Secretary
A. J. MATTHEWS, Treasurer
- 1920—SALT LAKE CITY, UTAH
JOSEPHINE CORLISS PRESTON, Pres.
J. W. CRABTREE, Secretary
A. J. MATTHEWS, Treasurer
- 1921—DES MOINES, IOWA
FRED M. HUNTER, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1922—BOSTON, MASS.
CHARL ORMOND WILLIAMS, Pres.
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1923—OAKLAND-SAN FRANCISCO
WILLIAM B. OWEN, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1924—WASHINGTON, D. C.
OLIVE M. JONES, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1925—INDIANAPOLIS, IND.
JESSE H. NEWLON, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1926—PHILADELPHIA, PA.
MARY McSKIMMON, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1927—SEATTLE, WASH.
FRANCIS G. BLAIR, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1928—MINNEAPOLIS, MINN.
CORNELIA S. ADAIR, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1929—ATLANTA, GA.
UEL W. LAMKIN, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1930—COLUMBUS, OHIO
E. RUTH PYRTLE, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1931—LOS ANGELES, CALIF.
WILLIS A. SUTTON, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1932—ATLANTIC CITY, N. J.
FLORENCE HALE, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1933—CHICAGO, ILL.
JOSEPH ROSIER, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1934—WASHINGTON, D. C.
JESSIE GRAY, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1935—DENVER, COLO.
HENRY LESTER SMITH, President
WILLARD E. GIVENS, Executive Secretary
R. E. OFFENHAUER, Treasurer
- 1936—PORTLAND, OREG.
AGNES SAMUELSON, President
WILLARD E. GIVENS, Executive Secretary
R. E. OFFENHAUER, Treasurer
- 1937—DETROIT, MICH.
ORVILLE C. PRATT, President
WILLARD E. GIVENS, Executive Secretary
R. E. OFFENHAUER, Treasurer
- 1938—NEW YORK, N. Y.
CAROLINE S. WOODRUFF, President
WILLARD E. GIVENS, Executive Secretary
R. E. OFFENHAUER, Treasurer
- 1939—SAN FRANCISCO, CALIF.
REUBEN T. SHAW, President
WILLARD E. GIVENS, Executive Secretary
B. F. STANTON, Treasurer
- 1940—MILWAUKEE, WIS.
AMY H. HINRICHS, President
WILLARD E. GIVENS, Executive Secretary
B. F. STANTON, Treasurer
- 1941—BOSTON, MASS.
DONALD DUSHANE, President
WILLARD E. GIVENS, Executive Secretary
B. F. STANTON, Treasurer

- 1942—DENVER, COLO.
MYRTLE HOOPER DAHL, President
WILLARD E. GIVENS, Executive Secretary
B. F. STANTON, Treasurer

1943—INDIANAPOLIS, IND.
(Representative Assembly only)
A. C. FLORA, President
WILLARD E. GIVENS, Executive Secretary
B. F. STANTON, Treasurer

1944—PITTSBURGH, PA.
(Representative Assembly only)
EDITH B. JOYNES, President
WILLARD E. GIVENS, Executive Secretary
B. F. STANTON, Treasurer

1945—CHICAGO, ILL.
(Meeting of Board of Directors only)
F. L. SCHLAGLE, President
WILLARD E. GIVENS, Executive Secretary
B. F. STANTON, Treasurer

1946—BUFFALO, N. Y.
(Representative Assembly only)
F. L. SCHLAGLE, President
WILLARD E. GIVENS, Executive Secretary
B. F. STANTON, Treasurer

1947—CINCINNATI, OHIO
(Representative Assembly only)
PEARL A. WANAMAKER, President
WILLARD E. GIVENS, Executive Secretary
B. F. STANTON, Treasurer
- 1948—CLEVELAND, OHIO
(Representative Assembly only)
GLENN E. SNOW, President
WILLARD E. GIVENS, Executive Secretary
GERTRUDE E. McCOMB, Treasurer

1949—BOSTON, MASS.
(Representative Assembly only)
MABEL STUDEBAKER, President
WILLARD E. GIVENS, Executive Secretary
GERTRUDE E. McCOMB, Treasurer

1950—ST. LOUIS, MO.
ANDREW D. HOLT, President
WILLARD E. GIVENS, Executive Secretary
GERTRUDE E. McCOMB, Treasurer

1951—SAN FRANCISCO, CALIF.
CORMA MOWREY, President
WILLARD E. GIVENS, Executive Secretary
GERTRUDE E. McCOMB, Treasurer

1952—DETROIT, MICH.
J. CLOYD MILLER, President
WILLARD E. GIVENS, Executive Secretary
GERTRUDE E. McCOMB, Treasurer

Officers, 1951-1952

J. CLOYD MILLERPresident.....Superintendent of Schools, Deming, New Mexico
WILLARD E. GIVENSExecutive Secretary....1201 Sixteenth St., N. W., Washington 6, D. C.
GERTRUDE E. McCOMBTreasurer.....1927 South Sixth St., Terre Haute, Indiana

HONORARY PRESIDENT

*JOHN DEWEYProfessor Emeritus.....Columbia University, New York, N. Y.

EXECUTIVE COMMITTEE

J. CLOYD MILLERPresident.....Superintendent of Schools, Deming, New Mexico
CORMA MOWREYJunior Pastpresident.....Director of Professional Services, W. Va.
Education Assn., 2012 Quarrier St., Charleston 1, W. Va.
SARAH C. CALDWELLFirst Vicepresident.....121 Eastgay Drive, Akron 13, Ohio
A. C. FLORA.....Chairman, Board of Trustees.....Columbia, S. C.
GERTRUDE E. McCOMB.....Treasurer (1953)
HARVEY GAYMANExecutive Secretary.....Pennsylvania Education Association,
400 N. Third St., Harrisburg, Pa. (1953)
RUTH M. EVANS900 Sherman Street, Denver, Colo. (1952)
ROBERT C. GILLINGHAM506 South Bradfield Avenue, Compton, Calif. (1953)
VINCENT DODGETeacher, 1413 Tenth Ave., South, Fargo, N. D. (1953)
L. V. PHILLIPSCommissioner, Indiana Highschool Athletic Association, 812 Circle
Tower, Indianapolis 11, Ind. (1952)
MARTHA A. SHULL1111 S. E. 113th Avenue, Portland 16, Oregon (1952)

BOARD OF TRUSTEES

A. C. FLORAChairman (1953)
J. CLOYD MILLERPresident
F. L. SCHLAGLESecretary....Superintendent of Schools, Kansas City 16, Kans. (1955)
HAROLD A. ALLAN6211 Georgia Street, Chevy Chase 15, Maryland (1952)
MABEL STUDEBAKER426 East Tenth Street, Erie, Pennsylvania (1954)

* Deceased, June 1, 1952.

VICEPRESIDENTS

SARAH C. CALDWELL	First Vicepresident
ELTON H. BOETTCHER.....	Principal, 401 Fleming St., Wausau, Wis.
W. VIRGIL CHEEK.....	Southwest Missouri State College, Rt. 9, Box 387, Springfield, Mo.
MARY O. HAAS	Teacher, Biloxi, Miss.
GUNNAR HORN	Teacher, Omaha 4, Nebr.
ALICE HORSLEY	Teacher, 350 Albemarle Ave., Roanoke 16, Va.
MILDRED McCORMICK	5260 Dixie Gardens Drive, Shreveport, La.
MARGARET T. C. MURPHY....	Teacher, 375 Summer St., New Bedford, Mass.
FLO REED	Teacher, 922 Commercial, Elko, Nev.
GLADYS ROBINSON	Teacher, Route 1, Lancaster, S. C.
COLON L. SCHABLY.....	Principal, Roosevelt School, Kalamazoo, Mich.
N. EUGENE SHOEMAKER.....	Teacher, RFD 2, Red Lion, Pa.

BOARD OF DIRECTORS

The Board of Directors (1951-52) consists of the president; first vicepresident; treasurer; chairman of the Board of Trustees; the former presidents of the Association elected prior to July 1, 1937; one additional member from each state, territory, or district, called the state director; and life directors of the National Educational Association. Names of members of the Board of Directors follow:

1. Elected State Directors

(Date indicates year term expires)

Alabama.....	J. W. LETSON, Superintendent of Schools.....	Bessemer (1953)
Alaska.....	DONALD V. LAWVERE, Kodiak Navy Operating Base School	Kodiak (1953)
Arizona.....	ALICE L. VAIL, 749 East Broadway.....	Tucson (1952)
Arkansas	H. R. PYLE, Executive Secretary, Arkansas Education Association, 503 Union Life Building.....	Little Rock (1952)
California.....	OLE LILLELAND, Pasadena City College.....	Pasadena (1954)
	MYRTLE GUSTAFSON, 5680 Oak Grove Avenue.....	Oakland 9 (1952)
Colorado.....	ANNA MAUD GARNETT, 504 West Orman Street.....	Pueblo (1953)
Connecticut.....	GLENN W. MOON, 1253 High Ridge Road.....	Stamford (1952)
Delaware.....	JOHN SHILLING, Assistant State Superintendent of Public Instruction	Dover (1953)
District of Columbia.....	ELIZABETH GRIFFITH, 1803 Biltmore St.....	Washington, D. C. (1954)
Florida.....	C. MARGUERITE MORSE, P. O. Box 447.....	Clearwater (1952)
Georgia.....	M. D. COLLINS, State Superintendent of Schools.....	Atlanta (1954)
Hawaii.....	JAMES R. McDONOUGH, Executive Secretary, Hawaii Education Association, Room 1, Merchants Building, 205 Merchant St.	Honolulu 13 (1952)
Idaho.....	GERALD WALLACE, Assistant Superintendent of Schools..	Boise (1953)
Illinois.....	HELEN K. RYAN, Illinois Education Association, 100 East Edwards St.....	Springfield (1954)
	JOHN LESTER BUFORD, Superintendent of Schools	Mount Vernon (1953)
Indiana.....	L. V. PHILLIPS, Commissioner, Indiana High School Athletic Association, 812 Circle Tower.....	Indianapolis 11, Ind. (1954)
Iowa.....	DONAL R. LILLARD, Superintendent of Schools.....	Winterset (1952)
Kansas.....	F. L. SCHLÄGLE, Superintendent of Schools....	Kansas City 16 (1954)
Kentucky.....	WILLIE CASSELL RAY, Superintendent of Schools, Shelbyville...	(1954)
Louisiana.....	JAMES L. KING, 153 E. Boulevard.....	Shreveport (1953)
Maine.....	MRS. GRACE DODGE, Dover Road.....	Boothbay (1952)
Maryland.....	HARRY F. FRANK, 232 Rodgers Forge Road.....	Baltimore 12 (1953)
Massachusetts.....	EVERETT J. McINTOSH, 62 Front Street.....	Weymouth (1953)
Michigan.....	MARY FORDICE NOECKER, Teacher, 2720 Wellington Rd.	Kalamazoo 37 (1953)
Minnesota.....	A. B. MORRIS, State Teachers College.....	Mankato (1953)
Mississippi.....	H. V. COOPER, Superintendent of Schools.....	Vicksburg (1954)
Missouri.....	LOUESE PHILLIPS, 153 Selma Street.....	Webster Groves (1954)
Montana.....	OLIVER W. PETERSON, Eastern Montana State Normal School	Billings (1952)
Nebraska.....	CHESTER O. MARSHALL, Teacher.....	Peru (1953)
Nevada	R. GUILD GRAY, Principal, Reno Senior High School....	Reno (1954)
New Hampshire.....	DANIEL W. MACLEAN, Headmaster, High School.....	Berlin (1952)
New Jersey.....	ERIC GROEZINGER, Superintendent, Hunterdon County Schools	Flemington (1952)

New Mexico.....	R. J. MULLINS, Executive Secretary, New Mexico Education Association, 114 East Marcy Street ..	Santa Fe (1952)
New York.....	JAMES A. CULLEN, 48 South Second Avenue....	Mount Vernon (1954)
North Carolina.....	MARGERY H. ALEXANDER, Box 64	Charlotte 1 (1953)
North Dakota.....	MARY FOWLER, Teacher, 415 9th St., South.....	Fargo (1954)
Ohio.....	MARGARET BOYD, Assistant Supt. of Schools	Steubenville (1954)
	H. C. ROBERSON, director of personnel activities, 1819 W. High	Lima (1954)
Oklahoma.....	DAVID E. TEMPLE, 1215 S. Wheeling.....	Tulsa (1952)
Oregon.....	CARL E. ASCHENBRENNER, Principal, Parrish Junior High School	Salem (1952)
Pennsylvania.....	HARVEY E. GAYMAN, Executive Secretary, Pennsylvania State Education Association, 400 North Third St....	Harrisburg (1954)
	MABEL STUDEBAKER, 426 East Tenth Street	Erie (1952)
Puerto Rico.....	JOSE JOAQUIN RIVERA, Box 1166	San Juan 6 (1954)
Rhode Island.....	MARIE R. HOWARD, 29 Modena Avenue.....	Providence (1953)
South Carolina.....	S. DAVID STONEY, Principal, High School of Charleston	Charleston 17 (1954)
South Dakota.....	VAIL L. HERSHEY, 924 W. 4th Ave.....	Mitchell (1954)
Tennessee.....	ANDREW D. HOLT, University of Tennessee.....	Knoxville (1952)
Texas.....	MYRTLE M. HEMBREE, 6111 Oram Street.....	Dallas 14 (1953)
	and DANA WILLIAMS, Supt. of Schools.....	Gladewater (1952)
Utah.....	PAUL E. BEECHER, 3174 Highland Drive.....	Salt Lake City (1954)
Vermont.....	GERTRUDE E. SINCLAIR, Teacher.....	Barre (1953)
Virginia.....	MARY DeLONG, 2305 Crystal Spring Avenue.....	Roanoke (1953)
Washington.....	RUTH L. MOORE, 636 North Oakes Street.....	Tacoma 6 (1952)
West Virginia.....	JESSIE CUNNINGHAM, 19 Walnut Avenue.....	Wheeling (1952)
Wisconsin.....	S. R. SLADE, 1501 Wisconsin Street.....	Wausau (1953)
Wyoming.....	VELMA LINFORD, 1503 Rainbow, Apt. 2.....	Laramie (1952)

2. Ex Officio Members

J. CLOYD MILLER.....	President
MRS. SARAH C. CALDWELL.....	First Vicepresident
GERTRUDE E. McCOMB.....	Treasurer
A. C. FLORA.....	Chairman, Board of Trustees

3. Presidents Elected Prior to July 1, 1937

CORNELIA S. ADAIR, 3208 Hawthorne Avenue, Richmond, Va.
 FLORENCE HALE, editor *The Grade Teacher*, Box 873, Darien, Conn.
 FRED M. HUNTER, chancellor emeritus, Oregon State System of Higher Education, Eugene, Ore.
 OLIVE M. JONES, 2422 Fairmount Avenue, La Crescenta, Calif.
 JAMES Y. JOYNER, La Grange, North Carolina
 UEL W. LAMKIN, 3 Elm Street, Maryville, Mo.
 ORVILLE C. PRATT, East 116 Thirteenth Avenue, Spokane, Washington
 JOSEPHINE C. PRESTON, Burton, King County, Washington
 JOSEPH ROSIER, 730 Benoni Avenue, Fairmont, W. Va.
 AGNES SAMUELSON, 1201 Sixteenth Street, N. W., Washington 6, D. C.
 HENRY LESTER SMITH, 705 East 7th Street, Bloomington, Indiana
 GEORGE D. STRAYER, 417 West 246th Street, Riverdale, New York
 WILLIS A. SUTTON, 930 Drewry Street, N.E., Atlanta, Georgia
 CHARL O. WILLIAMS, 2700 Connecticut Ave., Washington 8, D. C.

4. Life Directors

BOARD OF EDUCATION.....Nashville, Tenn.

For list of NEA and department officers 1952-53, see *NEA Handbook*.

For members of Committees, Commissions, and Council of the NEA, 1951-52, see p. 319-45.

HEADQUARTERS STAFF

WILLARD E. GIVENS, EXECUTIVE SECRETARY

WILLIAM G. CARR, ASSOCIATE SECRETARY

KARL H. BERNS, ASSISTANT SECRETARY FOR BUSINESS

LYLE W. ASHBY, ASSISTANT SECRETARY FOR PROFESSIONAL RELATIONS

GLENN SNOW, ASSISTANT SECRETARY FOR LAY RELATIONS

Directors of Divisions

ACCOUNTS.....	Elizabeth A. Boyd
ADMINISTRATIVE SERVICE.....	Worth McClure
ADULT EDUCATION SERVICE.....	Leland P. Bradford
AUDIO-VISUAL INSTRUCTIONAL SERVICE.....	J. J. McPherson
BUSINESS.....	Karl H. Berns
LEGISLATION AND FEDERAL RELATIONS.....	James L. McCaskill
MEMBERSHIP.....	R. B. Marston
PRESS AND RADIO RELATIONS.....	Belmont Farley
PUBLICATIONS.....	Joy Elmer Morgan
RECORDS.....	W. L. Christian
RESEARCH.....	Frank W. Hubbard
RURAL SERVICE.....	Howard A. Dawson
SECRETARY'S OFFICE.....	Harriett M. Chase
TRAVEL SERVICE.....	Paul H. Kinsel

Secretaries of Departments and Commissions Located at NEA
Headquarters

ADMINISTRATIVE WOMEN.....	Harriett M. Chase
ADULT EDUCATION.....	Leland P. Bradford
AMERICAN EDUCATIONAL RESEARCH.....	Frank W. Hubbard
AUDIO-VISUAL.....	J. J. McPherson
BUSINESS EDUCATION.....	Hollis P. Guy
CLASSROOM TEACHERS.....	Hilda Maehling
DEANS OF WOMEN.....	Barbara Catton
DEFENSE COMMISSION.....	Richard B. Kennan
EDUCATIONAL POLICIES COMMISSION.....	William G. Carr
ELEMENTARY SCHOOL PRINCIPALS.....	Robert W. Eaves
EXCEPTIONAL CHILDREN.....	Harley Z. Wooden
HEALTH, PHYSICAL EDUCATION, AND RECREATION.....	Carl A. Troester
HIGHER EDUCATION.....	Francis H. Horn
LEGISLATIVE COMMISSION.....	James L. McCaskill
MATHEMATICS TEACHERS.....	M. H. Ahrendt
MUSIC EDUCATORS NATIONAL CONFERENCE.....	(Associate Executive Secretary) Vanett Lawler
RURAL EDUCATION.....	Howard A. Dawson
SAFETY COMMISSION.....	Norman Key
SCHOOL ADMINISTRATORS.....	Worth McClure
SCHOOL PUBLIC RELATIONS.....	Roy K. Wilson
SCIENCE TEACHERS.....	Robert H. Carleton
SECONDARY-SCHOOL PRINCIPALS.....	Paul E. Elicker
SOCIAL STUDIES.....	Merrill F. Hartshorn
SUPERVISION AND CURRICULUM DEVELOPMENT.....	Arno Bellack
TEACHER EDUCATION AND PROFESSIONAL STANDARDS COMMISSION.....	T. M. Stinnett

THIRTY-FIRST REPRESENTATIVE ASSEMBLY

LIST OF OFFICIAL DELEGATES

NUMBER REGISTERED—3520

Detroit, June 29-July 4, 1952

Following is the list of official delegates who attended the thirty-first annual meeting of the Assembly in Detroit, June 29-July 4, 1952. Delegates are listed alphabetically, by states, each delegate's name being followed by his educational position. These positions include teachers; principals and assistant principals; city, county and district superintendents and assistant superintendents; state superintendents and staff members; directors and supervisors; deans; counselors; state education association staff members; college and normal school administrators; librarians; and editors. Abbreviations have been used to indicate positions. A key to the abbreviations follows: adm.—administrator; asst.—assistant; dir.—director; ed.—editor; lib.—librarian; p—principal; supt.—superintendent; supv.—supervisor; t—teacher; v.t.—visiting teacher; ret. t—retired teacher; vp—viceprincipal; vice-p—vicepresident.

ALABAMA

Abrams, J. S. (p) Rte. 10, Box 294, Birmingham; Bessemer Negro Tchrs. Assn.
Alexander, Maude (t) 1208 31st St. N., Birmingham; Birmingham Tchrs. Assn.
Atkins, Juanita (t) 3324 12th Ave., N. Birmingham; Birmingham Tchrs. Assn.
Benton, Nannie Lou (t) 312 W. Brunson Ave., Enterprise; Ala. Educ. Assn.
Billups, Mrs. T. C. (t) 15 Bienville Ave., Mobile; Mobile Educ. Assn.
Blackwell, Mrs. Rosa W. (t) 1124 N. 17th St., Birmingham; Birmingham Tchrs. Assn.
Booker, Raymond L. (p) 1158 Gorgas St., Mobile; Mobile Educ. Assn.
Borden, A. H. (p) Box 542, Jasper; Walker Co. Tchrs. Assn.
Burton, Mrs. Patrick (t) 65 Cedar Crest, Tuscaloosa; Tuscaloosa City Tchrs. Assn.
Carroll, Mrs. Thelma S. (t) Baldwin Co. Tr. Sch., Daphne; Ala. State Tchrs. Assn.
Carroll, Walker J. (p) Baldwin Co. Tr. Sch., Daphne; Ala. State Tchrs. Assn.
Casey, Mrs. Ella F. (t) Summerville Ct., Mobile; Mobile Educ. Assn.
Casey, Ned E. (t) Summerville Ct., Mobile; Mobile Educ. Assn.
Clay, Brownie A. (t) Valley Head; De Kalb Co. Tchrs. Assn.
Clements, Maude L. (t) 5048 Parkway, Fairfield; Jefferson Co. Tchrs. Assn.
Cost, James C. (t) 933 8th Ave. W., Apt B-8, Birmingham; Birmingham Clrm. Tchrs. Assn.
Crawford, Gordon (p) Winfield; Marion Co. Tchrs. Assn.
Crews, Alton C (t) Centerville; Bibb Co. Tchrs. Assn.
Daunelly, Dr. C. M. (supt.) 305 S. Lawrence St., Montgomery; Montgomery Tchrs. Assn.
Davis, Metha (supv. of instr.) 500 West Lee, Enterprise; Ala. Educ. Assn.

Ellis, Zora (t) 405 East, Talladega; Talladega City Tchrs. Assn.
Elmore, Nellie L. (supv.) Box 51, Bay Minette; Baldwin Co. Negro Tchrs. Assn.
Fontaine, Lillie F. (t) Rte. 1, Box 162; Repton; Monroe Co. Tchrs. Assn.
Gardner, Mrs. Clarence (t) Rte 4, Huntsville; Madison Co. Tchrs. Assn.
Gilbert, H. R. (p) 301 McCard Ave., Albertville; Marshall Co. Tchrs. Assn.
Godfree, Mrs. Katherine (t) 425 West Clinton St., Huntsville; Huntsville Tchrs. Assn.
Grayson, Elizabeth (t) 1507 Ward Ave., Huntsville; Madison Co. Tchrs. Assn.
Grove, Mrs. Frank (t) 104 Arlington Rd., Montgomery; Montgomery Tchrs. Assn.
Grove, Frank L. (exec. secy. AEA) 422 Dexter Ave., Montgomery; Ala. Educ. Assn.
Haggard, Mrs. Virginia A. (t) Box 510, Auburn; Ala. Educ. Assn.
Hall, Homer (p) Rte. 1, New Market; Madison Co. Tchrs. Assn.
Hancock, Mrs. Lydia S. (supv. of instr.) Guntersville; Marshall Co. Tchrs. Assn.
Harris, Theo Elizabeth (t) 207 N. Grove St., Huntsville; Ala. Educ. Assn.
Hatch, Robert C. (exec. secy. ASTA) Ala. State College, Montgomery; Ala. State Tchrs. Assn.
Hill, Mrs. Chas. (t) Rte. 1, Alabama City; Etowah Co. CTA.
Holleman, Mary Ruth (t) 1223 S. 29th St., Birmingham; Ala. Educ. Assn.
Holliman, E. S. (t) Grant; Ala. Educ. Assn.
Hurlbert, Raymond (p) 1628 Graymont Ave. W., Birmingham; Birmingham Tchrs. Assn.
Hurlbert, Mrs. Wynelle (t) 1628 Graymont Ave., Birmingham; Birmingham Tchrs. Assn.
Jackson, M. C. (t) 46 Mill at Adeline Sts., Montgomery; Montgomery Co. Tchrs. Assn.

James, Mary Neal (t) 115 School St., Roanoke; Ala. Educ. Assn.
 Johnson, F. R. (co. supt.) Athens; Ala. Educ. Assn.
 Johnston, Laura (t) 500 S. Court St., Montgomery; Montgomery Tchrs. Assn.
 Lawson, Robert E. (p) Sylacauga; Ala. State Tchrs. Assn.
 Leslie, Leona D. (t) 2710½ Pike Rd., Birmingham; Fairfield Tchrs. Assn.
 Letson, J. W. (NEA dir.) 412 N. 17th St., Bessemer; Ala. Educ. Assn.
 Locke, Callie Gray (dir. field service) 422 Dexter Ave., Montgomery; Ala. Educ. Assn.
 Martin, Annie Sue (t) Rte. 1, Gadsden; Etowah Co. Educ. Assn.
 Mason, P. M. (asst. supt.) Bay Minette; Baldwin Co. Tchrs. Assn.
 Massey, Gip (t) Monroeville; Monroe Co. Tchrs. Assn.
 Maynor, Mrs. Velma (t) Oneonta; Blount Co. Educ. Assn.
 McCall, Morrison (state dept. educ.) State Dept. Educ. Montgomery; Ala. Educ. Assn.
 McKinley, Sybil (t) 1926 32nd Ave. N., Birmingham; Birmingham Tchrs. Assn.
 McNeely, J. C. (t) Greenville; Ala. Educ. Assn.
 Moore, Mrs. J. Whitfield (p) 426 33rd Ave., Tuscaloosa; Tuscaloosa City Tchrs. Assn.
 Moore, Sue Ellen (t) Akron High Sch., Akron; Hale Co. Tchrs. Assn.
 Morris, Mrs. Thelma S. (supv.) 301 S. Lawrence St., Montgomery; Ala. State Tchrs. Assn.
 Neal, Julia (t) College Station, Florence; Ala. Educ. Assn.
 Nungester, Frances (pres. AEA) 213 E. Church St., Decatur; Ala. Educ. Assn.
 Nunn, G. Virgil (supt.) 5032 Parkway, Fairfield; Ala. Educ. Assn.
 Ogle, H. L. (phy. ed. coach) 531 Grant St., Decatur; Decatur Tchrs. Assn.
 Penny, E. H. (p) Repton; Conecuh Co. Tchrs. Assn.
 Perry, Dewey C. (p) Sumiton; Walker Co. Tchrs. Assn.
 Peterson, Mrs. Charlotte (p) 304 Middle St., Montevallo; Ala. Educ. Assn.
 Petty, Beulah Y. (t) Danville; Morgan Co. Tchrs. Assn.
 Pettey, J. C. (p) Danville; Ala. Educ. Assn.
 Prince, Alice S. (t) 221 Sixth St. Chickasaw; Mobile Tchrs. Assn.
 Randall, T. H. (p) 484 S. Jackson, Montgomery; Montgomery Co. Tchrs. Assn.
 Reagan, K. V. (t) Greenville; Butler Co. Tchrs. Assn.
 Richeson, A. J. (t) 413 E. Franklin, Russellville; Franklin Co. Tchrs. Assn.
 Richeson, Mrs. Amye (t) 413 E. Franklin, Russellville; Franklin Co. Tchrs. Assn.
 Roberson, Olen D. (p) New Brockton; Coffee Co. Tchrs. Assn.
 Roberts, T. E. (p) Rte. 1, Brownville; Tuscaloosa Co. Tchrs. Assn.
 Sawyer, John M. (p) Uriah; Ala. Educ. Assn.
 Sherer, Ruby (t) 714 Boulevard St., Dothan; Dothan Tchrs. Assn.
 Slaughter, John R. (H.S. dept. head) 1331 Alford Ave., Birmingham; Birmingham Tchrs. Assn.
 Smiley, C. T. (p) 111 Bullock St., Montgomery; Montgomery Co. Tchrs. Assn.
 Smith, D. B. (p) Vincent; Shelby Co. Tchrs. Assn.
 Smith, D. B. (p) Vincent; Shelby Co. Tchrs. Assn.
 Smith, Mrs. W. K. (t) 27 N. Circle, Chickasaw; Ala. Educ. Assn.

Sprott, Mrs. Laura C. (t) 220 College, Troy; Ala. Educ. Assn.
 Tanner, Ralph M. (t) Dora; Jefferson Co. Dept. Clrm. Tchrs.
 Taylor, Mrs. Ellen P. (p) Burnsville; Ala. Educ. Assn.
 Thompson, Ruth (t) 309 Barclay St., Hartselle; Morgan Co. Tchrs. Assn.
 Threadgill, W. A. (p) Park Blvd. Sheffield; Ala. Educ. Assn.
 Threadgill, Mrs. W. A. (t) Park Blvd. Sheffield; Ala. Educ. Assn.
 Trenholm, Dr. H. Council (pres. ASTC) Ala. State College, Montgomery; Ala. State Tchrs. Assn.
 Vaughn, Mrs. Constance A. (t) Henagar; De Kalb Co. Tchrs. Assn.
 Walker, A. C. (p) Hamilton; Ala. Educ. Assn.

ARIZONA

Armstrong, Myrl (t) 2133 W. Mitchell Ave., Phoenix; Salt River Valley, CTA
 Beach, Theo O. (t) 501½ E. 5th St., Casa Grande; Casa Grande CTA
 Booth, Jonathan L. (supv.) 425 E. First, Tucson; Tucson Educ. Assn.
 Brooks, Elbert D. (AEA pres.) Rte. 8, Box 548
 Brooks, Marion L. (supt. pub. instr.) Capitol Bldg., Phoenix; Ariz. Educ. Assn.
 Foster, Ruth (t) Rte. 1, Box 562, Yuma; Ariz. Educ. Assn.
 Frampton, William W. (p) 2246 E. Hawthorne, Tucson; Tucson Educ. Assn.
 Goodell, Martha (t) 1614 N. Central Ave., Phoenix; Salt River Valley, CTA
 Guitteau, Paul E. (coll. pres.) Eastern Arizona College, Thatcher; Ariz. Educ. Assn.
 Hamilton, Louise (t) 414 Gordon, Miami; Salt River Valley, CTA
 Hannelly, Robert J. (dean) Phoenix College, Phoenix; Ariz. Educ. Assn.
 Hatchcock, Vernon (t) 420 East Second Place, Mesa; Ariz. Educ. Assn.
 Heffelfinger, Wayne (t) 7534 West 27th Ave., Phoenix; Ariz. Educ. Assn.
 Hindman, John (t) 1128 Walnut Drive, Casa Grande; Ariz. Educ. Assn.
 Hubbard, Madeline (t) 325 E. Greenway, Phoenix; Salt River Valley, CTA
 Johnson, Inez (t) 1701 North First Ave., Tucson; Ariz. Educ. Assn.
 Johnson, Mrs. Lavon (t) 1625 E. Solano Dr., Phoenix; Salt River Valley, CTA
 Kessler, Rolla V. (p) 16 Tucson Terrace, Tucson; Tucson Educ. Assn.
 Lennox, Harry C. J. (supt.) Box 407, Seligman; Ariz. Educ. Assn.
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Ballinger, Oakle C. (t) 816 W. 1st Ave., Cheyenne; Cheyenne CTA
 Brown, S. Paul (supt.) Box 38, Egbert; Laramie Co. Tchrs. Assn.
 Carley, Maurine (t) 2517 Capitol Ave., Cheyenne; WEA
 Clay, Mrs. Wana S. (t) Box 322, Laramie; Laramie CTA
 Duis, Emma (lib.) 527 Lind Ave., Casper; Casper-Midwest Clrm. Tchrs. Assn.
 Fleming, Mary H. (t) 430 N. Douglas, Powell; Powell Clrm. Tchrs. Assn.
 Goins, J. L. (supt.) School Admr. Bldg., Cheyenne; WEA
 Hall, Everett (t) 506 E. 23rd St., Cheyenne; Cheyenne CTA
 Hatcher, Merrill (p) Manville; WEA
 Hollister, G. E. (prof. of ed.) 719 Grand, Laramie; WEA
 Linford, Velma (NEA Dir.) 1503 Rainbow Ave., Laramie; WEA
 Maxwell, May (t) 737 West 12th, Casper; Casper-Midwest CTA
 Richard, C. W. (pres. WEA) 348 N. Douglas, Powell; WEA
 Swenson, Joyce (t) 429 Douglas, Powell; WEA
 Wesswick, Arlene (t) Box 357, Rock Springs; Rock Springs CTA

ALASKA

Bassett, Marjorie S. (t) Box 333, Ketchikan; AEA
 Carle, Mary E. (instr.) 3025 Eugene Ave., Anchorage; Anchorage Educ. Assn.
 Hughart, Mrs. Mary B. (t) Fairbanks; AEA
 Lawvere, Donald V. (NEA Dir.) Kodiak; AEA
 Niemi, Wm. J., Jr., (p) Big Delta; AEA
 Rougier, Janet (t) Box 80, Anchorage; AEA

HAWAIIAN ISLANDS

Ah San, Mrs. Ida Pearl (t) P O Box 116, Laupahoe; Hilo Tchrs. Assn.

Armstrong, Al (p) Lihue; Oahu Educ. Assn.
 Armstrong, Mrs. Rose (t) Lihue; Hilo Tchrs. Assn.
 Boden, Frances (t) 350 Lunalilo Rd., Honolulu; Kauai Tchrs. Assn.
 Brown, Mary (t) Box 92, Puunene; Maui; Maui Tchrs. Assn.
 Brunk, D. Elmer (t) 2115 Armstrong, Honolulu; Oahu Educ. Assn.
 Brunk, Hazel H. (t) 2115 Armstrong St., Honolulu; Oahu Educ. Assn.
 Cran, Mrs. Frances W. (t) 61 Halai St., Hilo; Hilo Tchrs. Assn.
 Erwin, Elizabeth (t) 2725 Terrace Dr., Honolulu; Hawaii Educ. Assn.
 Feirer, David L. (p) 449 Kuamoo St., Honolulu; Oahu Educ. Assn.
 Feirer, Mrs. Gladys P. (t) 449 Kuamoo St., Honolulu; Hawaii Educ. Assn.
 Ferriter, Anna Marie (t) Nanakuli, Oahu; Oahu Educ. Assn.
 Gantz, Esther (t) Kealahakua; Kona Educ. Assn.
 Georgi, Sophie (supv.) P O Box 2519, Honolulu; Hawaii Educ. Assn.
 Gonsalves, Adelaide (t) 3119 Kaunaoa St., Honolulu 15; Oahu Educ. Assn.
 Hassberger, Phyllis (t) P O Box 37, Lanai City, Lanai; Hawaii Educ. Assn.
 Hieronymus, Mrs. Marjory (field asst.) 3130 Huelani Dr., Honolulu; Oahu Educ. Assn.
 Ing, Florence A. (t) 5225 Waihou St., Honolulu; Hawaii Educ. Assn.
 Ing, Gilbert, (t) 5225 Waihou St., Honolulu; Oahu Educ. Assn.
 Ing, Mabel Liu (t) 3111 Hayden St., Honolulu; Oahu Educ. Assn.
 Kawahara, Mrs. Hatsuko (t) Waimea, Kauai; Hawaii Educ. Assn.
 Kim, Peter (t) 1933 Young St., Honolulu; Oahu Educ. Assn.
 Lee, Rose Chang (t) 1302 Nehoa St., Honolulu; Oahu Educ. Assn.
 Loper, Dr. W. Harold (supt. Pub. Instr.) P. O. Box 2360 Honolulu 13; Hawaii Educ. Assn.
 MacKenzie, Muriel H. (counselor) Lanahila School, Honolulu; Oahu Educ. Assn.
 McDonough, James R. (exec. secy. HEA) 205 Merchant St., Honolulu; Hilo Tchrs. Assn.
 Meyer, Mrs. Amoe E. (t) P O Box 114, Laie, Oahu; Oahu Educ. Assn.
 Miyoshi, Isamu (t) Anahola; Kauai Educ. Assn.
 Moulton, M. Kimber, Jr. (t) 959 12th Ave., Honolulu; Oahu Educ. Assn.
 Nakagawa, Esther O. (t) 901 Koko Hd. Ave., Honolulu; Oahu Educ. Assn.
 Oda, Fumiyo N. (t) 3123 Woodlawn Dr., Honolulu; Oahu Educ. Assn.
 Pettibone, Mrs. Florence (t) P O Box 401, Ewa; Oahu Educ. Assn.
 Roberts, Rhoda G. (t) P O Box 37, Lanai City, Lanai; Hawaii Educ. Assn.
 Roberts, Roy Lee (p) Rte 1, Box 214, Springfield, Missouri; Kohala Tchrs. Assn.
 Roberts, Mrs. Ruth (t) Wahiawa; Molokai Educ. Assn.
 Rudd, Sara Graham (t) 52 Halaulani St., Hilo; Hilo Tchrs. Assn.
 Sackwitz, Anita H. (t) 2130 Armstrong St., Honolulu; Oahu Educ. Assn.
 Shim, Katherine Y. (t) 724 A Kamuela Ave., Honolulu; Hawaii Educ. Assn.
 Steigerwald, Arthur (p) Box 94, NAS 14, FPO, San Francisco, Calif; Hawaii Educ. Assn.
 Wong, Erwin L. S. (t) 2965 Keoni, Honolulu; Hawaii Educ. Assn.
 Wong, James Heen (p) 3634 Pahoa Ave., Honolulu; Oahu Educ. Assn.

Wong, Rose Akina (t) 1004 A Maunaihi Pl., Honolulu 14; Oahu Educ. Assn.

PUERTO RICO

Acevedo, Jose B. (t) San Juan; San Juan Local Board PRTA
 Alemany, Juan (p) Guayama; Guayama Tchrs. Assn.
 Alvarado, Jorge A. (school admr.) San Juan; Gurabo Tchrs. Assn.
 Apellaniz, Angelina Cruz (vt) Arecibo; PRTA
 Aran, Pedro P. (supv.) San Juan; San Juan Local Board PRTA
 Ayala, Adalinda (p) Ponce; Ponce Local Tchrs. Assn.
 Brenes, Rafael (supt.) Naguabo; Naguabo Tchrs. Assn.
 Brunet, Iris (t) Rio Piedras; Catano Tchrs. Assn.
 Brunet, Virgilio (pres. PRTA) Hato Rey, PRTA
 Calor, Carmen (t) Mayaguez; Orocovis Tchrs. Assn.
 Candelas, Rosa M. (t) Rio Piedras; Rio Piedras Local Chapter.
 Carrasquillo, Ernesto (ret. t.) Yabucoa; Coamo Tchrs Assn.
 Carrion, Zenaida (supv.) San Juan; Patillas Local Tchrs. Assn.
 Cartagena, Demetrio (supv.) San Juan; PRTA
 Cerezo, Benito (p) 83 Jose de Diego St., Aguadilla; Aguadilla NEA Chapter of Tchrs.
 Colon, Antonio Figueroa (supv.) San Juan; Adjuntas Tchrs. Assn.
 Colon, Gregorio (t) Padre Aguilera #119, Mayaguez; Mayaguez Tchrs. Assn.
 Cordero, Virginia Cordero (t) Isabela; Isabela Local Tchrs. Assn.
 Cortes, Angel Suro (supt.) Dorado; Loiza Local Chapter
 Cruz, Francisco Lopez (instr.) Rio Piedras; San Sebastian Local Chapter
 Davila, Laura Elena (t) San Juan; PRTA
 de Alvarado, Isabel Petrovich (t) San Juan; Guanica Tchrs. Assn.
 de Brunet, Isabel Guevas (t) Rio Piedras; Arecibo Tchrs. Assn.
 de Canova, Haydee Morales (t) San Juan; PRTA
 de Cartagena, Mercedes Atilano (t) Rio Piedras; Trujillo Alto Local Chapter
 de Cerezo, Lenor Gonzales (asst. p) Aguadilla; Aguadilla Local Tchrs. Assn.
 de J. Cordero, Rafael (t) San Juan; Carolina Local Chapter
 de Hernandez, Carmen Moreda (t) San Juan; PRTA
 deLongo, Mariana Suarez (supt.) Ponce; Ponce Local Tchrs. Assn.
 de Lopez, Irma Vincenty (t) San Juan; Cabo Rojo Local Chapter
 de Oller, Josefina Navarro (t) Bayamon; Juanta Local de Maestros de Bayamon
 de Planell, Nereida Porrata (t) San Juan; San Juan Local Board
 de Rivera, Olegaria R. (t) Rio Piedras; Junta Local de Maestro Camuy
 de Rosa, Candida Crespo (t) Manati; Manati Tchrs. Assn.
 de Villaronga, Rose A. (t) Rio Piedras; Caguas Tchrs. Assn.
 Fermaintt, Guillermina (t) San Juan; PRTA
 Fernandez, Jose (p) Ciales; Ciales Local Tchrs. Assn.
 Figueroa, Florencio (t) San Juan; PRTA
 Flores, Marcelino (p) Rio Piedras; Rio Piedras Local Chapter

- Fournier, Frank (p) Mayaguez; PRTA
 Garcia, Ramon (supt.) Rio Piedras; Rio Piedras Local Chapter
 Gonzales, Carolina (ret. t) San Juan; Moca Local Chapter
 Gonzales; Felipe Diaz (ret. t) Toa Alta; Toa Alta Local Chapter
 Gonzales; Maria Adela (t) Mayaguez; PRTA
 Hernandez, Adolfo Jimenez (dir.) Rio Piedras; Jana Diaz Tchrs. Assn.
 Hernandez, Manuel (dir.) Box 367, Hato Rey; Junta Local de Aguas Buenas
 Lebron, Francisco (t) San Juan Local Board
 Longo, Juan (t) Comerio; PRTA
 Lopez, Jose R. (supt.) Mayaguez; PRTA
 Melendez, Maria C. (t) San Juan; Toa Baja Tchrs. Assn.
 Munoz, Maria Luisa (supv.) Rio Piedras; Cayey Tchrs. Assn.
 Nieves, Antonio Dominguez (t) Caguas; PRTA
 Nieves, Salvadora (t) Cidra; San Lorenzo Tchrs. Assn.
 Nogueras, Conchita (p) San Juan; Aibonito Tchrs. Assn.
 Pastor, Angeles (t) University, Rio Piedras; Vega Baja Local Chapter
 Planell, Israel (p) San Juan; San Juan Local Board
 Ramirez, Amelia (t) Arecibo; PRTA
 Richardson; Angelita (instr.) Rio Piedras; Arecibo Tchrs. Assn.
 Richardson, Lewis C. (t) Rio Piedras; Utuado Local Chapter
 Rivera, Dominga (t) San Juan; PRTA
 Rivera, Jose Joaquin (exec. secy. PRTA) Hato Rey; San German Tchrs. Assn.
 Rivera, Zayda (t) San Juan; San Juan Local Board
 Roca, Fernando (dir.) San Juan; PRTA
 Santana, Benjamin (journalist) San Juan; Humacao Local Chapter
 Silverio, Jesus (dir.) Arecibo; Arecibo Tchrs. Assn.
 Tosado, Erasto Rivera (supt.) San Juan; San Juan Local Board
 Vazquez, Manuela (t) Box 161, Urb. Paradio #20, Caguas; Caguas Tchrs. Assn.
 Viera, Ramon (dir.) Naguabo; Vieques Tchrs. Assn.
 Villaronga, Mariano (Comm. of educ.) San Juan; PRTA
 Zapata, Lucila M. (t) Rio Piedras; Rio Piedras Local Chapter
 Zayas, Sonia Romero (field asst.) Ponce; Vega Alta Local Chapter

NECROLOGY LIST

The following NEA members have been reported deceased during 1951-52 school years:

ALABAMA

Barnes, Mrs. Helen
 Beck, E. E.
 Brown, Eura
 Carothers, Edward S.
 Carr, Mrs. Ida Reba
 Clark, Mrs. Frances H.
 Clem, Velma
 Cross, Mrs. Hattie
 Davis, James A.
 Deese, R. E.
 Edmondson, Mrs. Berith M.
 Ehrensperger, Al H.
 Grant, Clara
 Hampton, Mrs. Estelle C.
 Hardin, Mrs. H. L.
 Hayley, Mary Ling
 Jamison, Lola
 Jones, Grace
 Kilgore, Birdie
 Knight, James D.
 Lang, Alberta
 Lile, Kate
 Moore, Annie Ruth
 Neilson, Col. C. G.
 Patrick, Mayme
 Pogue, James V.
 Vardaman, Mrs. Meda Byrd
 Vines, Claude C.
 Whitworth, Mrs. Mary R.
 Wind, Ruth Dorothy
 Winter, Verna
 Wyatt, Mrs. Anna L.
 Yarbrough, J. J.

ALASKA

Sanborn, Maud R.

ARIZONA

Beltram, Mary
 Darg, Neta
 Emery, Florence G.
 Imes, Harriette F.
 Irwin, Edith Perry
 Jones, Gladys V.
 Kapalko, Leo
 McArthur, Vernon D.
 Martin, Thelma C.
 Stone, Williams S.

ARKANSAS

Bell, Mrs. Helen
 Campbell, Mrs. Leland
 Dean, Irma
 Gray, Julius C.
 Gregory, Beatrice
 Lanier, L. T.
 Miller, B. S.
 Pickens, Thelma
 Wyatt, Andrew Jackson

CALIFORNIA

Ayer, Edith E.
 Bissiri, Ruth E.
 Buchanan, John A.
 Fisher, Teresa F.
 Fussell, Lola M.
 Garnett, Mrs. Betty
 Nankervis, Marie C.
 Nickolson, Florence M.
 Merriam, Minnie
 Waite, Nettie L.
 Wilson, Evelyn L.

COLORADO

Berry, Mary Ellen
 Dolan, Magdolen
 Girault, Willia
 Gould, Guy A.
 Gust, Katherine
 Hintz, Eugene
 Imhoff, Donna Mae
 Kehrwald, B. B.
 Smith, Margaret M.
 Tisdell, P. A.
 Vondy, Jean P.
 Welsh, Frances

CONNECTICUT

Jersey, Mrs. Clara
 Keane, Gertrude S.
 Lord, Mrs. Irene W.
 Murphy, Mary
 Newberry, Abbie
 Wheelock, Lawrence W.

DELAWARE

Hickman, Thomas
 Yearsley, Mrs. Elsie M.

DISTRICT OF COLUMBIA

Boehlert, Mrs. Rosemary
 Hutt, Sylvia C.

FLORIDA

Gardner, Mrs. Lily
 Gill, Mrs. Ernestine
 Hawley, Mrs. Louise N.

Holland, Gladys
Kennedy, Mildred
Manning, Inez
Manning, Mrs. Janie S.
Revels, Mrs. Irma
Sokol, Anna

GEORGIA

Bailey, Althea
Bonner, Mrs. H. H.
Brewer, A. L.
Duke, Mrs. Susie
Fleeman, Harold G.
Jones, Percy
Jones, Walter P.
Langford, Avery
Martain, Sarah G.
Parker, Kathryn
Rudolph, Sarah
Stewart, Kate J.
Thompson, Mrs. Vaidee
Gnerry

HAWAII

Carvalho, Mrs. Lena
Ching, Mrs. Lillian M.
Frost, Mrs. Adeline P.
Kaya, Monroe M.
Kruse, Mrs. Thelma P.
Ling, Mrs. Mae K.
Morimoto, Herbert I.
Tokunaga, Mrs. Julie M.

ICELAND

Arason, Steingrimur

IDAHO

Arms, Mabel H.
Hann, Sylvia Marie
Miller, Mollie
Richards, Myrtle
Stafford, Marian H.
Wagner, Ann Elsebeth
Warner, Ida Martin
Williams, Mary E.
Wilson, Thomas Ross

ILLINOIS

Abel, Elizabeth F.
Anderson, Elsie P.
Bahlman, William J.
Barnes, Irene
Barnum, Walter L.
Barth, Charles R.
Biehn, Albert L.
Blazer, Lois
Brinkman, Walter N.
Brown, Ida G.
Bush, Louise P.
Clapper, Maurice
Craig, Mrs. Mabel Y.
Cresswell, Alfred
Enger, Oliver Dwight
Erdmier, Bessie E.
Ewing, Jennie
Gates, Ernest
George, James H.
Hadden, Stanley B.
Hargrave, Ebb
Haven, Jennie F.
Hayward, Nora M.
Hills, Carroll A.
Hutton, Margaret C.
Karber, James F.
Knapp, Agatha C.
Lilgendahl, Linnea
Lockard, Louie
Love, John J.
Pearson, Howard
McKinney, Sarah Clark

Magill, Robert W.
Mavity, Mary
Montague, Roy W.
Robinson, McHenry
Rogers, R. L.
Schaffer, Owen V.
Schnoor, Marion
Shuman, Helen A.
Skiles, James Roy
Smith, George O.
Smith, Martha R.
Stearns, Winnifred S.
Strange, Amelia F.
Tate, Elsie
Thompson, Edna C.
Voss, Estella B.
Wakeford, Gladys
Waltrip, David M.
Warnock, William Glenn
Watne, Theo. A.
Yates, Harry D.

INDIANA

Achenbach, Walter C.
Bennett, Rosalie
Butler, Eugene B.
Byrd, Alethea C.
Cottee, Miley Mae
Day, Grace W.
Ellis, Jessie M.
Fisher, Mrs. Fylius S.
Foley, Hansel L.
Graham, George C.
Hall, Evelyn
Heuser, William
Hicks, Helen C.
Irvine, Ida Mann
Kindig, Geraldine
Long, Alma
Malott, Maud Cleo
Mertz, Bernadine
Munro, Janet C.
Richey, Margaret S. Smith
Roberts, T. Roy
Ross, Helen
Rowe, George W.
Snider, Elizabeth
Stewart, Sallie W.
Thomas, Bonnie L.

IOWA

Caldwell, Mary Pickett
Dennis, W. Jefferson
Cornely, Elsie
Ernst, William M.
Flickinger, Beulah B.
Frehse, Fred W.
Hargitt, R. L.
Hayworth, D. A.
Heimbrook, Virlea
Hobbs, Mrs. Don H.
Ihrecke, Phyllis E.
Mahannah, Harry A.
Martzahl, John A.
Moen, Mrs. Marie B.
Morton, Thelma P.
Myers, Ray F.
Parnell, Richard
Rush, Charles M.
Torrence, Julia
Wellman, Beth Lucy
Williamson, Bessie B.

KANSAS

Fee, Edna
Gould, Guy Anderson
Grove, Theodora
Hellener, Mildred Yarger
Leamon, A. Dale
Long, Madge Irene
Mennesson, Mai
Oldham, Nelle

Rush, Arthur Dewey
Sister Mary
Vardy, Edna Irene
Wahl, Ethel Mary
Wilson, Grace V.
Wrampe, Alvina L.

KENTUCKY

Birch, Mrs. May Mahan
Blankinship, Joe
Buckles, William Tichenor
Buckner, Mary Emma
Crice, Mrs. Maud
Demaree, Ona Belle
Evans, George L.
Douthitt, George L.
Harrington, Fanny B.
Hendricks, Mrs. Helen H.
King, Donald Lewis
Lyon, Mrs. Earline
McKay, Mrs. Ethel Etta
Pardo, Claude
Roome, Elizabeth
Smith, Olga Ray
Stanley, Belle Lester

LOUISIANA

Drysdale, Hazel
Dupas, Rosalie
Ellis, Thoyd
Flowers, Mrs. Aletta
Grandeury, Norel J.
Hawkins, Floyd G.
Moore, Loretta
Neel, O. W.
Smith, Mrs. Ann Lane
Walker, Lloyd E.

MAINE

Griffin, Eleanor
Hamilton, Georgia T.
Higgins, Helen M.
Kimball, Helen R.
McFarland, Leon F.
MacVane, Eva C.

MARYLAND

Callaman, Mrs. Harriett
Chandler, Alice T.
Fogle, Mrs. Bertha
Henderson, Elmer A.
Ricketts, Mrs. Lulu B.
Royston, Margaret
Taylor, Mrs. Naomi H.
Wheeler, Laura E.

MASSACHUSETTS

Archibald, Herbert
Connick, M. Louise
Copeland, Mrs. R. Ade-
lene G.
Field, Abby Rugg
Harrington, Mrs. Phyllis
Lyman, Josephine B.
Mansfield, Agnes H.
McQuade, Edythe M.
Norton, Hibbert L.
Rollins, Lillian
Sargent, Ethel L.
Simpson, Gertrude
Small, Robert O.
Sullivan, Julia E.
Sweeney, Agnes G.
Tansey, Loretta M.
Telless, Mrs. Marion
Whitney, F. Ethel

MICHIGAN

Bingham, Ella
Bryan, C. S.
Hall, Marvin O.
Hicks, Clara B.
Kehoe, W. J.
Kirby, Hoover K.
Lundell, Leonard
Miller, Mrs. Margaret
Moehlman, A. B.
Rather, Howard C.
Stockwell, Mrs. Lillian
Wixson, Ora Maude

MINNESOTA

Cunningham, Owen
Dahl, Myrtle Hooper
Dickey, Mrs. Myrtle Selby
Johnson, Esther A.
Kocka, Mrs. Margaret
Scott, Beatrice R.

MISSISSIPPI

Michel, Mrs. Mary Louise
Overstreet, J. W.

MISSOURI

Allen, Mildred
Banks, Charles
Bowman, Cora
Brown, Esther
Cassell, Margaret T.
Craig, Cyrus
Dobbs, Ella Victoria
Ewan, Amy Dorothy
Fesperman, Louise
Fleming, C. I.
Fly, Ethel I.
Fowler, Effie
Green, Alice
Gutton, Mary L.
Harris, Jessie
Hawman, Ida
Hutton, Mary L.
Jolly, B. H.
Kenner, Lucy Jane
Leamon, Almond Dale
Moore, Lora
Myers, Rosetta
Riley, U. L.
Sandfos, Elizabeth Kiskad-
don
Smith, Vane F.
Shepard, Grace M.
Stevick, Paul R.
Street, Edward E.
Toner, Helen
Tucker, E. A.
Wakeman, Maud
Zimmer, Lillie Thompson

MONTANA

Dennison, Annette L.
Hurlburt, Blanche M.
Kindschy, Melvin A.
Luncefore, Bertha
Shook, Laura Marie
Skeie, Elmer A.

NEBRASKA

Mardis, Harold C.
Maus, Hilder C.
Molseed, Edna
Rapp, Alice
Sherfey, Christine
Witte, Helen

NEVADA

Baker, Alice
McVey, Henrietta

NEW HAMPSHIRE

Philbrick, Eva
Stevens, Mrs. Mabelle

NEW JERSEY

Bevans, Irma Scott
Crehan, Frederic J.
Grimm, Mrs. Irene
Heckman, William O.
Henry, Lillian
Lequear, Ella
Lyke, Joseph
Mosby, Rosa M.
Reinicke, Grace A.
Schaefer, Anne
Shoemaker, Anne P.
Tietenberg, Mrs. Esther
Van Keuren, Margaret
Wythes, William H.

NEW MEXICO

Begin, Wallace H.
Ferguson, F. E.
Martinez, Guillermo
Rowan, Bob
Staubus, R. K.
Stiers, Tessa D.
Tisdell, Perez A.
Walker, Vincent

NEW YORK

Alday, Florence
Bliss, William
Chambers, C. Spencer
Dawson, George W.
Dewey, John
Easton, Ruth S.
Featherstone, William B.
Ferguson, Mrs. Frances C.
Gillis, Margaret J.
Harris, Sally
Harrison, Nellie G.
Harvey, Maxine
Henderson, Francis H.
Johnson, Arthur E.
Johnston, Sara Woods
Kemp, Oswald M.
Klapper, Paul
Levine, Michael
Mahar, Rosa Cameron
Peck, William E.
Rutland, Ethel A.
Service, Ella A.
Shaw, Arline
Smith, Elizabeth M.
Sterner, Lester
Thomas, Estelle
Troxler, Andrew
Tutunjian, Albert S.
Vanderpool, Eunice
Welton, Paul L.

NORTH CAROLINA

Alley, Mrs. Grace Brown
Carter, Cornelia Avery
Cochrane, W. J., Jr.
Henry, Harry T.
Herryng, Mrs. Chloriena
Killian, Mrs. J. M.
Lamb, Nannie S.
Rackley, Mrs. Mildred F.
Staton, Ennis
Sweatt, W. E.
Underwood, Katherine

NORTH DAKOTA

Jolliffe, Evelyn
Humphrey, Ethel
Rogers, F. Ray
Saxvik, H. O.
Seymour, J. H.

OHIO

Barhyte, Mary E.
Bayles, Marjorie P.
Bricker, Frances B.
Cathcart, Annabel
Cockayne, W. J.
Cole, Ralph H.
Colley, Barbara
Cooper, Ruth
Cronin, Hazel E.
Dye, Robin
Fitcher, Elizabeth
Floyd, Margaret
Gaffney, Agnes C.
George, James H.
Gray, J. L.
Heazlit, Guy F.
James, Lois L.
Keith, Mrs. Edith
McPherson, William M.
Maddox, Viola
Miles, Grace F.
Milligan, Nellie B.
Morgan, Susan E.
Nelson, Gene
Neneman, Albert G.
Otte, Louis Edward
Palmer, Ethel
Riggs, H. G.
Shelton, Frank M.
Sisley, Helen M.
Starr, Gertrude
White, Calvin W.
Williams, Margaret
Wise, Mrs. Mary Jo

OKLAHOMA

Blain, Glover
Bryan, Mrs. Edna A.
Edington, Mrs. Grace
Ferrell, Mrs. Gertrude
Hall, Ethel H.
Hanse, Harvey C.
Hodnett, Josephine
Kyle, Mrs. W. H.
Wallace, Charles S.
White, Mrs. Adrien

OREGON

Buchner, E. Jane
Hannegaard, Karen
Hinz, Lois M.
Joss, Mrs. Esther
Mark, Mrs. Mary E.

PENNSYLVANIA

Adams, Wilmot J.
Barnes, Ellen
Beam, Mrs. Laura H. M.
Berry, Sarah Louesa
Billingslea, John Smith
Bitler, Mary
Bleichert, Maude H.
Bradley, Rebecca A.
Brennan, Timothy E.
Brodhead, John H.
Cornog, William L.
Croyle, Clayton K.
Dew, Harry J.
Dyer, John H.
Evans, Elizabeth D.
Freed, Paul F.

Garrett, Ruth H.
 Gerberich, Marry G.
 Hemminger, Mary J.
 Hickey, Mrs. Mildred Fogel-
 sanger
 Huston, Helen Mae
 James, Aelfric, Sr.
 Johns, Jean Pearle
 Johnson, Mildred S.
 Leinbach, Mrs. Hilda M.
 Levan, Elizabeth J.
 Lewis, M. Dorothy
 Long, Mrs. Anna Ruth
 MacDonald, Mrs. Dorothy
 G.
 MacFarlane, David M.
 McLaughlin, Daniel J.
 McShane, Mrs. Margaret
 Miller, Kenneth H.
 Moore, Everette E.
 Moore, Ralph P.
 Moyer, Harry C.
 Myers, Zel E.
 Pauley, Mrs. Frances K.
 Reed, Elizabeth B.
 Recher, Margaret E.
 Reinert, Mrs. Laura K.
 Ritter, Eleanor M.
 Rhodes, Opal T.
 Roberts, Eleanor
 Rose, Helen
 Rosenberger, Leroy P.
 Rounsley, Mrs. Hattie M.
 Rupert, W. Earle
 Ruppert, Daniel A.
 Russell, Margaret
 Schoch, William H.
 Seegmiller, William F.
 Spanabel, Elmer E.
 Steiner, Mrs. Bertha
 Stewart, J. Wendell
 Terry, Edwin F.
 Thomas, Mrs. Rosemary H.
 Uhler, Sayre P.
 Van Dusen, Laura H.
 Walker, Zelma B.
 Weber, Claire
 White, Nan J.
 Winter, George V.
 Zartman, D. W.
 Zeiders, Mrs. Ethel Hohl

PUERTO RICO

Rivera, Marcisa

RHODE ISLAND

Thompson, Carl T.
 Whipple, Lucius A.

SOUTH CAROLINA

Dickins, Lucy
 Fralick, Mrs. Elise Smith
 Green, Lois
 Hudrick, Annie
 McGowan, Mrs. Julia Finley
 Montgomery, I. P.
 Royse, Annie Mary
 Shirley, Frances
 Wise, Charles H.

SOUTH DAKOTA

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 Headley, John W.
 Heiderpriem, Millic
 Wilson, Neva A.

TENNESSEE

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 Abernathy, Mrs. Lucile
 Bennett, Mrs. Mildred
 Bloomer, John P.
 Brock, Mrs. Sarah
 Cassell, Mrs. Margaret T.
 Coleman, C. N.
 Cook, Louise
 Fanning, Charlotte
 Frazier, E. J.
 Finney, A. C.
 Gibbs, Walton
 Harrison, Peggy
 Henard, Eudessa
 Jones, Mrs. Grace
 Lawrence, Mrs. Fred
 Laws, Edmund
 Lyon, Mrs. Earline
 McReynolds, Mildred
 Neubert, Hattie
 Price, C. C.
 Rankin, Mary Kate
 Sutton, Mrs. Dana
 Tummine, Mrs. Clare
 Waller, Jessie
 Winton, Mrs. Nellie

TEXAS

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 Case, Mattie
 Cunningham, George W.
 Glass, Mrs. May Woolsey
 Glenn, Elizabeth
 Johnson, Mrs. Maranell K.
 Laas, O. J.
 Lemley, Jewel
 Luedtke, Elsie
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 McMinn, B. M.
 Magruder, Alta
 Rau, Florence
 Roberts, Sally Stevens
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 Volding, Walter T.

UTAH

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 Case, Juanita
 Dahlsrud, Henry
 DeVine, Saide
 Howell, Richard V.
 Millerberg, Joseph D.
 Porter, Roxane
 Sessions, Lygia
 Shaw, Frank W.

VIRGINIA

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 Cox, Mazy
 Crockett, Frank M.
 Ellwanger, A. T.
 Hamm, Louis G.
 Martin, Helen C.
 Simington, Willis T.
 Stevens, Mrs. Marguerite
 M. J.
 Vaughan, Mrs. T. J.
 Wagner, Mrs. Neva E.

WASHINGTON

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 Baskett, Elizabeth F.
 Bolton, Maude
 Bowles, Mrs. Avis
 Chamberlin, Gertrude
 Coburn, Austin P.
 Day, Kenneth E.
 Dowd, Mary E.
 Eames, Esther
 Hicks, Alice R.
 Hoover, Bernice F.
 McDonald, Mary
 Mansfield, Margaret D.
 Nurnberg, Mrs. Alice
 Pickle, Helena
 Scothorne, Willa M.
 Shaw, Reginald
 Sherwood, Martha A.
 Syre, Melvin
 Teel, Gladys H.
 Turk, Elva
 Wagner, Ann E.
 Warren, Gladys
 Watrous, Mrs. Josephine
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 Capellanti, Lawrence
 Cawthorne, W. R.
 Fendar, June McKinney
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 Meadows, Wilson
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 Rasmussen, Harold A.
 Rich, Claire
 Richason, Velma
 Russell, Nelson Vance
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 Taylor, J. Arthur
 Wittman, Gerda

WYOMING

Chambers, Margaret
 Eads, J. P.
 Early, J. J.
 Erwin, Amy R.
 Goddard, Persis
 McCombs, Stanley C.
 Williams, Frances

NATIONAL ORGANIZATION OF TEACHERS

WILLIAM RUSSELL

An address to the convention of teachers of the United States, held in Philadelphia, August 27, 1857, for the purpose of forming a National Organization of their Profession.

[This famous address, delivered at the first meeting of our organization, is printed here in connection with the Centennial Action Program, 1857-1957, and appears in the PROCEEDINGS of that meeting.]

(Mr. Russell being unable, on account of illness, to be present at the convention, this address was read by one of the members, at the evening session.)

FELLOW teachers: We are met on a great occasion. For the first time in the history of our country, the teachers of youth have assembled as a distinct professional body, representing its peculiar relations to all parts of our great national union of states. The event is a most auspicious one, as regards the intellectual and moral interests of the whole community of which, as citizens, we are members; and, to ourselves, professionally and individually, it opens a view of extended usefulness, in efficient action, such as never yet has been disclosed to us.

We meet not as merely a company of friends and wellwishers to education, one of the great common interests of humanity, in which we are happy to cooperate with philanthropic minds and hearts of every class and calling; but we have at length recognized our peculiar duty to come forward and take our own appropriate place as the immediate agents and appointed organs of whatever measures are best adapted to promote the highest interests of society, by the wider diffusion of whatever benefits are included in the whole range of human culture. In stepping forward to take the professional position now universally accorded to us, we do so in no exclusive or selfish spirit. We are, in fact, only complying with the virtual invitation given us, by all who feel an interest in the advancement of education, to assume, in regular form, the acknowledged responsibilities of our office, as guardians of the mental welfare of the youth of our country, responsible to the whole community for the fidelity and efficiency with which we discharge our trust. The liberal measures recently adopted in so many of our states for the establishment of permanent systems of public education; the generous recognition, now so general, of the value of the teacher's office and his daily labors; the warm reception offered to every form of teachers associations—from those which represent whole states down to the local gatherings in our towns and villages—all intimate the universal readiness of society to welcome the formation of a yet more extensive professional union of teachers—of one coextensive with our national interests and relations.

We meet the invitation, not as a mere professional recognition, entitling us to withdraw from the ground which we have hitherto occupied, in common with the friends of education, whether of the learned professions or of other occupations, in the promotion of its interests, and, by an exclusive organization, to cut ourselves off from all communication beyond

the limited sphere of a close corporation. It is in no such spirit that we would act. But we do feel that there is a duty devolving on us, as teachers, which we desire to fulfill. We feel that, as a professional body, we are distinctly called on to form a national organization, that we may be the better enabled to meet the continually enlarging demands of our vocation for higher personal attainments in the individual and for more ample qualifications adequately to fill the daily widening sphere of professional action.

We wish, as teachers, to reap whatever benefits our medical brethren derive from their national association, in opportunities of communication for mutual aid and counsel. We desire to see annually a professional gathering, such as may fairly represent the instructors of every grade of schools and higher institutions, thruout the United States. We hope to see a numerous delegation, at such meetings, from every educating state in the Union, of the men who, in their respective state associations of teachers, are already responding to the manifest demand for distinct appropriate professional action, on the part of those on whom devolves the immediate practical business of instruction.

Teaching is, in our day, an occupation lacking neither honor or emolument. Those who pursue this employment are in duty bound to recognize the position which is so liberally assigned them. The vocation is well entitled to all the aid and support which an acknowledged professional rank can confer upon it. The personal interest of every individual who pursues the calling, or who means to adopt it, is concerned in every measure which tends to elevate its character or extend its usefulness. Every teacher who respects himself, and whose heart is in his work, will respond, we think, with alacrity to the call which the establishment of such an association as we propose makes upon him for his best efforts in its aid.

From the formation of a *national* association of teachers, we expect great *national* benefits:

1. As regards *wider* and *juster views of education*, and *corresponding methods of instruction*.

In a progressive community like ours, amid the vast and rapid developments of science by which our times are characterized, and the universal craving for yet better modes of human culture, to imagine that we have already attained to perfection in our modes of education, would be absurd. The statistics of society proclaim the falsity of such an opinion. The daily records of our race tell too plainly the sad story of our deficiencies and our failures, in the prevalent feeble organizations of body, and the imperfect health, which we still owe to our culpable neglect of proper educational training, by which physical vigor and efficiency might be, in great measure, secured to every human being. The teacher, in our large cities, at least, daily finds himself compelled to limit his intellectual requirements to the condition of many minds incapable of sustaining lengthened or vigorous application, or of retaining the rudimental germs which it is his desire to implant. Of our acknowledged defective moral education, it is unnecessary to speak. Thruout our country, the parent is appealing to the teacher, and the teacher to the parent, for efficient efforts which may bring about a

better state of things. Who will venture, in such circumstances, the assertion that we are already perfect?

The whole ground of education needs a thoro survey and revision, with a view to much more extensive changes and reforms than have yet been attempted. The cry for more healthful, more invigorating, more inspiring, more effective modes of culture, comes up from all classes of society, on behalf of the young who are its treasured hope. A truer and deeper investigation is everywhere needed in regard to the constitution, the capabilities, and the wants of man, equally in his temporal and his eternal relations.

Adverting thus to the acknowledged need of a renovation in the form and character of education, we would not be understood as desiring the indiscriminate subversion of existing modes of culture, or of the institutions to which we have been so largely indebted for whatever degree of mental attainment has characterized the past, or benefits the present. It belongs to others than teachers to propose those rash and headlong changes, unsanctioned by true philosophy or stable theory, which have demolished without reconstructing, and whose toppling fabrics have served the sole purpose of forming the sepulchral monuments of "zeal without knowledge."

No: one of the surest and best results of a great national association of teachers, will be the careful retention of all unquestionable good residuum gained by the sure filtration of experience; another will be the building up, to yet nobler heights of beneficial influence, the high places of all true learning. Room can be made for the cultivation of all invigorating and purifying influences in human development, without the sacrifice of one valuable acquisition; or, rather, with the addition of many, which a more genial nurture will certainly introduce. But it is high time that the broad experience and observation of teachers, the tried servants of humanity, in all the relations of culture, should unite to claim a hearing on the great subject of their daily duties and endeavors; and that their voice should have its weight in the adoption of the successive steps which the ceaseless advances of knowledge will always require at the hands of education. A harmonious cooperation of educational skill with scientific progress and parental interests, may thus be fully secured for the enlargement and fertilizing of the whole field of mental and moral culture.

A professional association, founded on the broad basis which we now contemplate, will necessarily give unity and effect to communications expressing the views and bearing the sanction of such a body; and instructors thruout our country will thus have an opportunity of contributing more widely, and more effectively, to the furtherance of whatever good is embraced in the whole range of education, whether in its immediate or its remotest results.

2. From the establishment of a national society of teachers, we may justly expect a large amount of *professional benefit to its members*. Fellow teachers! we are not assembled to boast of the dignity of our vocation, or of the intellectual eminence of those who pursue it; but rather, in the spirit of faithful and earnest endeavor, to do what we can to render ourselves,

individually and collectively, more worthy of its honors, by becoming more capable of fulfilling its duties.

Contemplating then, in this sober light, the aggregate of such learning and skill as the annual communications of a national reunion of teachers must contribute to our advancement individually, in professional qualifications, we may well congratulate one another on the advantages anticipated as accruing from such occasions. Nor need these advantages be temporary or evanescent. A national association of teachers will necessarily give rise to an appropriate organ of communication between its members themselves, and the community in general. By this means, the fruits of the maturest minds in the ranks of our profession, in the ample discussion of the great primary questions of education, may be daily reaped by the youngest of our corps, while the zeal and enthusiasm, and the ardent aspirations of the youngest, may communicate life and fire to all.

But it is not merely in our professional relations that a national association will benefit us. It will be an invaluable aid to us, as students of the sciences which we teach. We arrogate nothing for our profession, when we say that it includes among its members men of the highest attainments—not to say eminence—in the various departments of science and literature. Their communications with us will be instruction of the highest order, to which it will be a peculiar privilege to listen. If there be any doubt on this point, in any mind, we will verify our assertion by pointing to such men as Agassiz and Guyot, who, in the true spirit of the teacher's vocation, have, for years, so generously dispensed the rich fruits of their own surpassing attainments for the benefit of their fellow teachers, thruout their adopted country. Passing by, however, those luminaries of the upper sphere of science, have we not many in all parts of the Union, who, in comparison of such names, would not be unwilling to be ranked but as among the "lesser lights," and who have no ambition beyond that of contributing their silent personal endeavor to the advancement of knowledge and to the instruction of youth, yet have minds fraught with untold wealth of acquirement, which they would readily lend for the profit and pleasure of others less amply furnished?

But to return to our strictly professional relations. Education is now studied both as a science and as an art. We have among us already, not only those who, by extensive acquirements, and professional skill, and special study, are amply competent to guide the minds of others in the path of philosophical investigation of the principles of education, and to exhibit, in actual application, the methods of instruction which spring from such principles: we have, already, the products of such minds, nurtured and matured in wellendowed and wellconducted professional seminaries, established by enlightened legislation, for the express purpose of furnishing such products in the persons of welltrained, capable, enlightened and successful teachers, of both sexes. With the aid of such minds, in addition to that of the many widely known individuals who have made a lifetime's business of education, and daily live amid an atmosphere of grateful feeling, emanating from the surrounding hearts of more than one generation which

their labors have enlightened and elevated—with such aid to rely on, can we be accounted rash if we say we feel that we are ready to meet the exigency of our time which calls us to unite, under the sanction of our free political institutions, for the establishment of a professional society dedicated to the effective advancement of education by its own executive agents.

Other associations of a more general character, which are nobly engaged in promoting the interests of education, we recognize with respect and gratitude. Many of us have helped to found and to maintain these; and the thought of superceding or impairing them is the last that would enter our minds. But in our individual capacity as teachers, and in our relations as—many, perhaps most of us—members of state associations of teachers, we feel that the time is fully come when our own professional interests, and the educational progress of our country, demand the institution of a strictly professional association of teachers, embracing in its scope and design all who are engaged in our occupation thruout the United States, and having for its aim a faithful and persevering endeavor to enlarge the views, unite the hearts, strengthen the hands, and promote the interests of all its members.

The annual meetings of such an association as we contemplate, would form a most attractive scene, not only as one of extensive fellowship and sympathy in common labors and common interests, but one of peculiar and elevated intellectual advancement and gratification. At one hour we might enjoy an enlightened exposition or discussion of a great principle of education, in which we might be benefitted by all the lights of philosophic theory, verified and attested by practical experience. At another, we might experience similar benefit from the statement and illustration of methods and subjects of instruction. Again, we might have opportunity of listening to vital suggestions on moral culture, on appropriate physical exercise and training, on the control and direction of schools, on the classification of pupils, on motives to application, on cooperation with parental influence, on the teacher's position in society, and in short, on every topic of importance usually advanced at our teachers meetings—but with this superior advantage, that we should hear the results of experience and observation from a much wider circle than in the case of associations of more limited range of action.

All the subjects which have been mentioned, and many others, might be intrusted to committees appointed to exhibit or discuss them in regular forms, by which we might avoid, when we thought proper, the formality of set lectures, and avoid, also, the comparative loss of time in mere formalities of debate, which often consume the precious hours of anniversary meetings designed for the despatch of actual business, or the investigation of important subjects. Our scientific associations, with their strict classification of subjects, their brief practical papers, and special committees, set an instructive example in these respects which a body so large as our National Association of Teachers would find it advantageous to follow. The papers presented at our annual meetings, by the committees respectively appointed, together with the reports of discussions and other proceedings, would easily

furnish sufficient matter for a regular issue in the periodical form, so as to provide a useful manual for the teacher's table, and enable absent members to receive thus the benefit of our annual meetings.

One important advantage to be derived from such an association as we propose, may I be permitted to dwell upon more fully? I refer to the distinct recognition of teaching as a profession. This is a result, on the desirableness of which all teachers, I believe, are agreed. On the question of how it is to be brought about, there is not a similar unanimity; and this diversity of opinion is, in part, owing to current mistakes regarding the proper distinction between a profession and any ordinary vocation.

In the liberal courtesy of popular usage among us, we are too apt to extend the designation of "profession" to any regular pursuit or calling whatever. The term "profession," being one of university origin and application, is not duly appreciated, or properly discriminated, when adopted in current phraseology. The word recalls the ancient practice in colleges of examining a student when he "professed" to be prepared for advancement from one stage or form of study to another, or to have finished the requisite studies of a given course. The individual thus professing himself qualified to enter on new relations, was subjected to rigorous examination, and approved or rejected, according to his attainments.

A student, who judged himself competent, after the completion of the regular course of study in law, medicine, or theology, to stand an examination in any of these subjects, with a view to receiving a certificate of qualifications, in the form of license, degree, or diploma, "professed" himself ready for such examination. The three pursuits above named, being the only ones for which, in former times, a course of preparatory study in the "*literae humaniores*" (*liberal arts*), was deemed indispensable, came to be figuratively designated as the "liberal professions." On other vocations persons of any class might enter at will, but for admission to the ranks of the liberal callings a previous profession of qualifications, and correspondent examination and license, were indispensable.

Before entering on the practice of any of the professions mentioned, the candidate had still another process of examination to undergo, at the hands of the actual members of the profession, as is virtually the case at the present day when a lawyer is admitted to the bar, a physician to the membership of a state or national medical association, or a licentiate is ordained for the ministry.

Whenever it shall please the members of any of our state professional associations of teachers to adopt a similar practice, and subject all candidates for membership to examination as a condition of receiving a certificate of membership, the vocation of teaching will be legally entitled, under such circumstances, to become and to be recognized as a "profession," in virtue of the candidate being found, on examination, qualified to discharge its duties as he *professed* to be.

The supposition that a state association of teachers, when once formed and recognized as such by the legislature of the state, needs any further legislative sanction to enable it to confer a certificate of membership, is a

mistake which has unduly delayed the proper action of such associations in more than one instance. It is for such an association itself, not the state, to say whether it shall become a "close corporation," an exclusive, examining, and selflicensing body or not. No act of legislation can constitute teaching a profession. The thing depends on the will and action of the association itself. The processes of examining candidates and of conferring a certificate of membership, on satisfactory examination, are the only prerequisites after the legislature of a given state has conferred a charter of incorporation on a teachers association. The case has its perfect analogy in that of a state medical association, or in that of admission to practice at the bar.

The action of state associations of teachers, wherever these are formed, might speedily effect the issue so desirable for all who follow the vocation of teaching as the intended business of their lives. To such persons it would seem but an act of simple justice, that a distinction should be made between them and those who take up the employment in a transient way, and for temporary convenience only. To young men of liberal education and of corresponding acquirements, who voluntarily forego the advantage of adopting more lucrative occupations, and follow, for life, the exhausting labor of teaching, the regular recognition of instruction as a liberal profession, is due as an equivalent for opportunities relinquished, and as an expression of general sentiment on the value of the benefits conferred on the community, by the services of those whose own education has opened to them the way to the highest positions in society.

The professional examination and recognition of candidates for the teacher's office, seem equally due, as a matter of justice, to instructors as a body confessedly competent to the task of judging of the fitness of individuals for the office which they themselves sustain; and in all matters pertaining to which, they ought to be better qualified to judge than the members of any other profession can be. A certificate of competency to teach, warranted by a teachers association, ought, moreover, to be a far more satisfactory passport to employment, than a similar document from any other source, even when that source is official, and sanctioned by law. Were teachers to come forward and claim their proper position in this respect, persons engaged in other pursuits would, in all probability, gladly resign the onerous task which is now so commonly imposed on them, and free themselves from a responsibility always irksome, partly from the apprehension of doing injustice, perhaps, to a diffident candidate, and partly, in not a few cases, from the consciousness of incompetency to judge with exactness of details of knowledge which do not come within the sphere of the examiner's personal information.

A national association of teachers, when duly organized and incorporated, might perform a valuable service to the interests of education, both for teachers and the community in general, by assuming the responsibility of admitting or rejecting candidates for membership, and for our various grades of schools, by some fixed and universal standard. Certificates founded on such a principle would possess a high value as professional documents, whose currency would properly be coextensive with the Union, and would

insure to their possessors immediate acceptance in their profession, wherever they might establish themselves, while the security in such cases would be equally valuable to the community, as the assurance of obtaining a competent teacher in whatever grade of schools the applicant might be employed.

The question, How would the proposed examination of teachers be conducted? has been started as an obstacle to such a course of procedure as is now proposed. The answer to this question, whether put with reference to a state or national association, is, we admit, that, *at first*, in the actual condition of things among us, as regards the whole matter of education, it cannot be expected that admission to membership can take place in virtue of the process of examination, in the absence of a preexisting recognized authority; and not till such authority exists, by act of the association, can any regular examination be conducted. As a selfconstituted and selfperpetuating body—so far as examination and certificates are concerned—it must commence its operations on the basis of such members as it consists of, previous to instituting examinations. This would render it necessary to make a beginning by constituting every individual whose membership dated from the commencement of the association, a “passed” member, at the end of three years, or any other definite period of satisfactory length. All subsequent admissions to membership, in the capacity of passed members, might be regularly conducted by committees appointed by the association, for the various grades of schools. Certified members of state associations would of course, be entitled, on joining the national association, to certificates of membership in the latter, by personal introduction from their state association.

The duty of conducting professional examinations has, by some, been supposed a thing impracticable, from its onerous demands of time and care. But the value necessarily attached to a state or a national certificate of examination and qualifications, would make it worth a reasonable sum as compensation for time and trouble on the part of the examiner; and a fixed rate could easily be assigned as the proper limit of expense incurred in such cases.

All precautions and securities usually adopted on behalf of other associations, as regards admission or exclusion, on proper moral grounds, must be presupposed as applied with reference to membership in a society of teachers. A right professional spirit would doubtless be an adequate protection in this respect.

In the way now proposed, or in any equivalent to it, the end desired might, without insuperable difficulty, be attained, and the best interests of our calling and of the community be effectually promoted. A powerful incitement to professional study and to professional diligence would thus be held up. A definite and an honorable rank would thus also be assigned to every worthy member of the profession.

But whatever disposal may be made of the subject of professional rank and recognition for teachers, the great considerations of personal duty in regard to associated and united effort for the advancement of education, are the subjects that lie immediately before us. Fellow teachers, we are happy,

we are honored, in being called to become the first movers in the contemplated national association. Let the record of this day tell, by the unanimity and efficiency of our procedure, and by the beneficent spirit of our endeavors, how faithfully we have labored in our part of the wide field of human welfare. May the Wisdom which cometh from above guide all our measures to the happiest results!

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